

SPSC July 2, 2026
SPSC July 3, 2026

LEADING LEARNING, ASSESSMENT, AND ATTENDANCE

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Foundational Belief

Theoretical Orientation

Adaptable Framework for Action



LIVED AND LEARNED

Balancing Learned and Lived Knowledge

What you measure will grow
(The leading and the lagging)

Coherence Over Compliance

Responsibility Before Accountability

Co-Constructing Adaptable Frameworks



WHAT WE MEASURE GROWS: ASSESSMENT

Impact of Assessment Choices

Holistic Student Indicators

Equity in Education Measurement

Balancing Assessment and Learning Time



WHAT IS THE LINK BETWEEN ATTENDANCE AND ACHIEVEMENT?

- Learning is cumulative, nested and based on a cognitive spiral
- Attendance and academic success develop together throughout schooling, influencing long-term outcomes.
- Missing more than 10% is directly related to missed opportunity to learn including social and collaborative experiences.
- Teachers link the old with the new so learning new information is disrupted.
- Accountability, responsibility, time management and motivation.
- The impacts of increased attendance is heterogeneous.



COHERENCE OVER COMPLIANCE

While compliance ensures standards are covered, coherence ensures that curriculum (learning outcomes), instruction and assessments work seamlessly.

What is the most likely form of assessment to be implemented?

How do you report your literacy outcomes?

What form of assessment is that based on?

What is the basic form understandings of that form of assessment?



RESPONSIBILITY BEFORE ACCOUNTABILITY

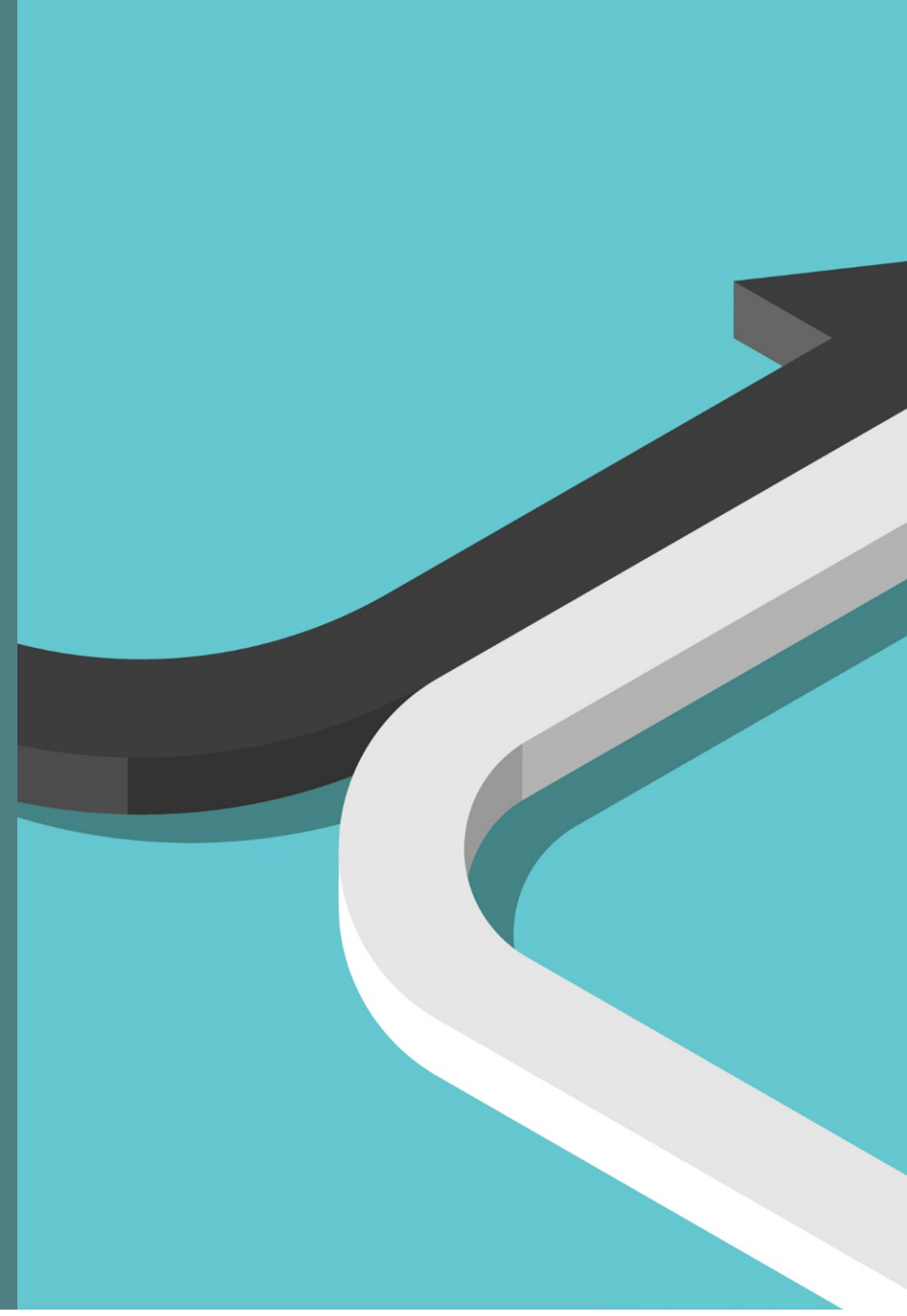
Responsibility is about doing the work; accountability is about owning the results. Both are necessary.

If you hold teachers accountable for student test scores, they must also be given the **authority and responsibility** to shape the curriculum and adjust teaching methods to fit student needs. To bridge this gap, educators often implement the concept of **reciprocal accountability**, meaning school divisions are responsible for providing resources and support while educators are responsible for utilizing that support to improve student outcomes.

“The work of improvement is very different from the work of change as it has been traditionally defined in education. It requires more focus, more sustained effort, greater attention to the core processes of instruction, and more discipline in holding the policy agenda steady while providing the resources and support for teachers and students to respond.”

Richard F. Elmore

Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Harvard Education Press.



increased attendance

enhanced engagement

belonging and
well-being

Increased student
confidence and
achievement

reduced disparities for
Indigenous learners

TIME TO WORKSHOP



COMMUNITY BASED DATA: WHY YOU ARE SO IMPORTANT

Section C: Adaptable School Planning Framework

Step 1: Identify a Local Focus

- What data and patterns matter most locally?

Step 2: Align Learning and Assessment

- Ensure strong connection between outcomes, teaching, and assessment

Step 3: Center Indigenous and Relational Ways of Knowing

- Engage community and prioritize relational accountability

Step 4: Monitor Attendance as Opportunity to Learn

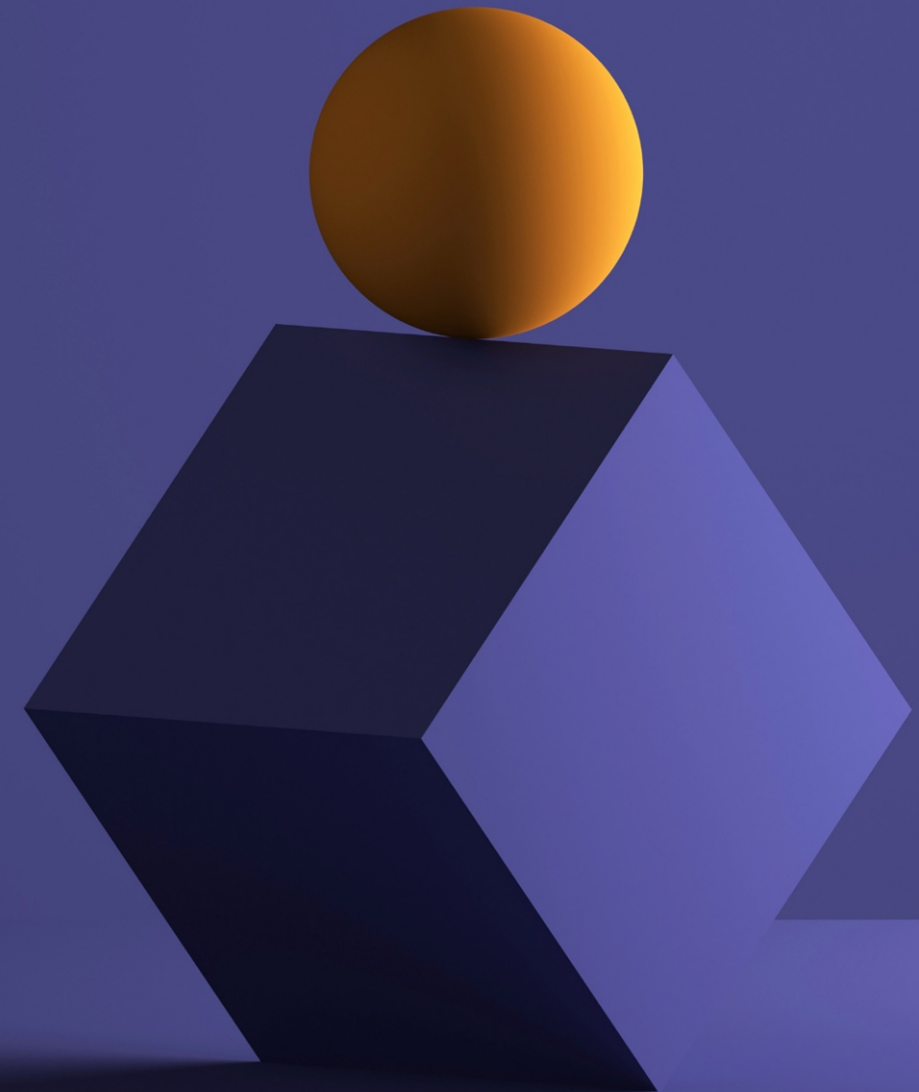
- Use attendance as an indicator of engagement and access

Step 5: Build Belonging and Reflect Continuously

- Engage in ongoing professional reflection and improvement

A gentle note about data:

Balanced data includes: Achievement data; Attendance data;
Engagement and well-being data; Student and community voice.



INTERACTIVE DIALOGUE (20 MINUTES)

In Your Package

Section A: How the PEP goals align with school actions

Section B: Team reflection tool

Your task with a partner...or two

Each team identifies:

Start:

- One high-impact instructional or engagement strategy

Stop:

- One compliance-driven or fragmented practice

Continue:

- One effective practice already improving attendance and/or assessment (please be specific)

-personally reflect, share in your partner, put it on post it note, paste it on poster paper.

WHEN YOU HEAD BACK TO SCHOOL

Leadership Enablers

Model relational leadership

- Protect instructional time
- Align resources to priorities
- Build professional learning communities
- Maintain focus and coherence

-lean in to student voice

My bias?

Measures of Success

Improved student achievement

- Increased attendance
- Higher engagement levels
- Reduced disparities for Indigenous learners
- Stronger sense of belonging and well-being

IN GRATITUDE

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I come from a relational and reflexive leadership orientation that reminds me regularly to create inclusive, balanced learning conditions that sometimes need re-balancing given changing contexts.

I hope you feel an affirmation that improving learning, assessment, and attendance is a shared responsibility rooted in relationships, trust, and a deep belief in the potential of every student from kindergarten through graduation.