
Sense making

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for growing stakeholders



Sense making

Workshop overview

- Who am I/Who are you? Introductions and contextualization
- Background information on sense making
- Case study exploration
- Working time
- Our story/our case (unique programs and leading literacy)
- Learning from each other and consolidation

Ways of Knowing Triangulation of Evidence

What do we know?
What can we do?
What is our disposition?

Records of conversation- involves listening to what others have to say about. The conversation may be face-to-face, in writing, or digital.

Conversations

Records of observation- anything a leader might see others doing or ask others to do. Some processes can only be observed, and some can only show what they know by doing it.

Observation of Process

Products- various kinds of evidence that demonstrate what others can do. This evidence can be very diverse and may take many formats.

Collection of Products

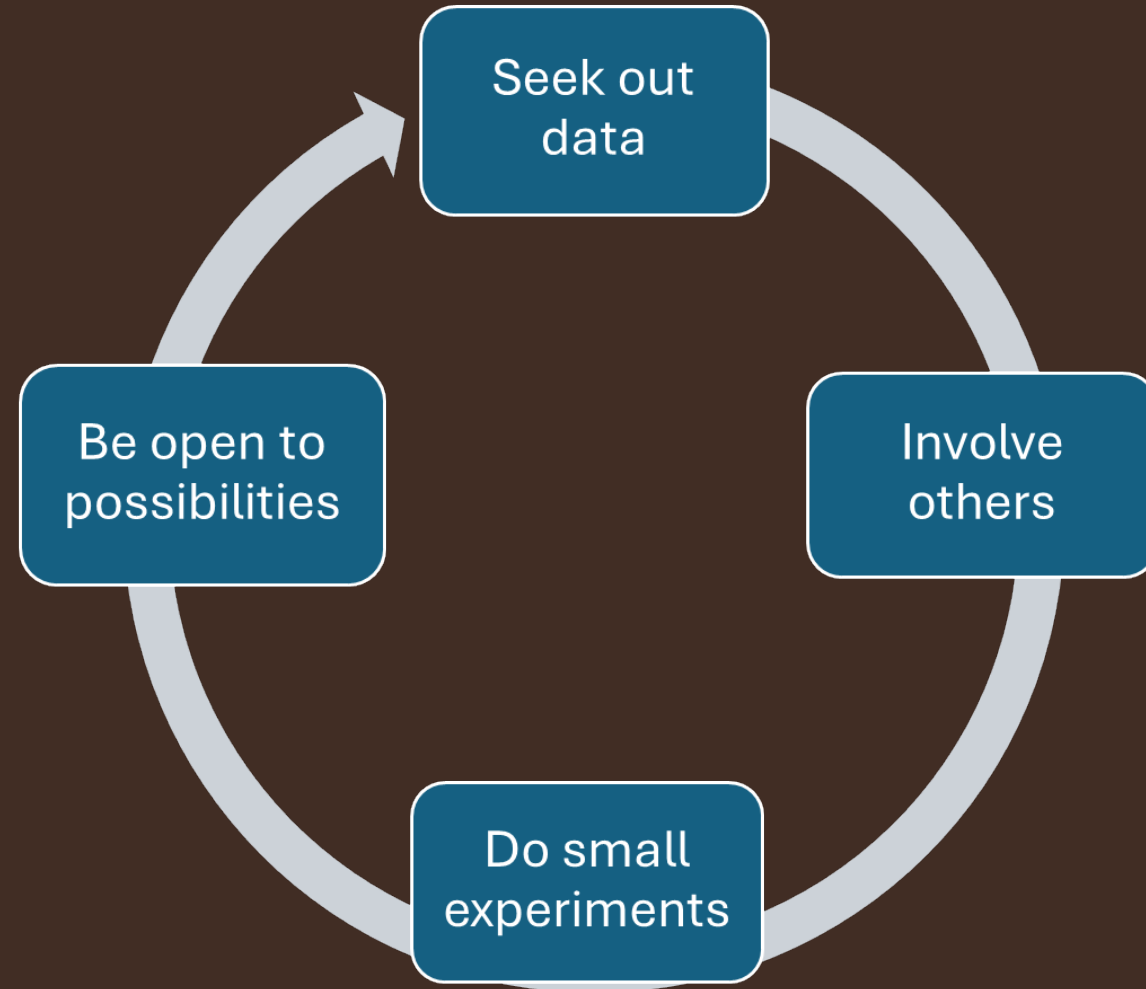
Sense making

A continuous process carried out by leaders and stakeholders



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Case study

Sense making for growing stakeholders

- It's May 29th. You are in your office with your administrative colleague (you just met them in the session intro) when an email arrives to each of you. Your superintendent of education announces that you are required to implement a new provincial policy, gives you a brief rationale, and promises that the school division will support you in the future.
- **Drawing upon the information provided in this session and your expertise as a school-based leader team what do you know, what can you and your team do, what is your disposition towards this new change? What sense can you make initially, what do you need to make sense of, and how would you begin the work of implementation? Who are the relevant stakeholders and how are they impacted, or do they participate in this work?**
- [Inspiring Success: First Nations and Métis PreK-12 Educational Policy Framework](#)
- [SaskReads](#)

