



Innovative School Leadership

21st Century Skills in Action



Innovative School Leadership Podcast

- Hosts: Jade Ballek and Kim Fick
- Episode 233: Leadership Strategies and Considerations for Current and Future Principals
- 5 Key Questions





Your Hosts

Jade Ballek



Kim Fick





Innovative School Leadership Podcast

Goals for today:

- Consider the need for innovation in education;
- Discuss leadership skills required for innovation;
- Provide listeners with tools to innovate and support your schools





**Q1 - HOW MIGHT WE DEFINE
INNOVATION IN EDUCATION?**



"Innovation can be defined as **making changes to something already established by adding something new**. In the education setting, there isn't one fixed definition of innovation – it comes in many forms.

The key to innovation in education is for leaders and teachers to have an **openness to look with fresh eyes** at a potential problem, and to **find solutions to improve the learning experience**. Being innovative shows that we don't have all the answers, and that learning never stops – **we can always improve and try new methods and new ways.**"

theglobalcollege.com



What are some current challenges in education that may require innovative thinking?



Areas of innovation in education

- Student-centred focus
- Personalized learning
- Diversity and inclusion
- Expanded Opportunities for a 21st Century world



Innovation Invites a New Relationship with Families

- Innovation invites families *in*
– Parent Engagement Circle





**Q2 – WHAT MIGHT PRINCIPALS NEED
TO CONSIDER WHEN LEADING
THROUGH CHANGE AND INNOVATION?**

Leading Through Change

- Challenge vs Opportunity
- Value and Purpose
- Simple vs Complex



Managing complex change



The Managing Complex Change model was created by Dr. Mary Lippitt (1987).

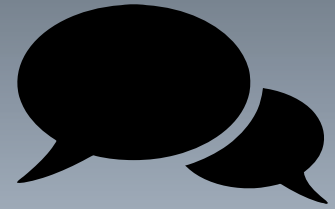


“... organizational culture is regarded as the core of innovation, which necessitates an environment that fosters creativity and productivity, as well as removed obstacles, to ensure excellence” (Hofstede, 1991)



**Q3 –WHAT MIGHT *SYSTEMS* NEED TO
CONSIDER WHEN LEADING CHANGE
AND INNOVATION?**

Turn and Talk




- Think about something that you are doing that would be considered innovative.
 - School, Division, First Nations Education Authority
- Share with someone near you.
 - What makes it innovative?
 - What are leaders doing to ensure success?

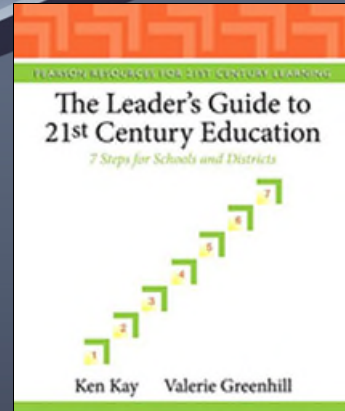




**Q3 – WHAT MIGHT SYSTEMS NEED TO
CONSIDER WHEN LEADING CHANGE
AND INNOVATION?**



Leader's Guide to 21st Century Education: The 7 Steps for Schools and Districts (Kay and Greenhill)



- Adopt Your Vision
- Create a Community
- Consensus
- Align Your System
- Build Professional Capacity
- Focus Your Curriculum and Assessment
- Support Your Teachers
- Improve and Innovate

Adopt Your Vision/Align Your System



Board Policy 18

21st Century Competencies

Policy References	Policy Development Tracking
External:	Adopted: January 22, 2013
	Amended: June 26, 2018
Internal: AP 140 – Responsible Use of Technology	

C21 is an organization of Canadians for 21st Century Learning and Innovation. C21 Canada has conducted research and developed “**Shifting Minds – A 21st Century Vision of Public Education for Canada**”. Incorporating this research, the Board of Education believes that Sun West students need to be competent in literacy, numeracy and science. Today’s knowledge and digital reality means that changes occur at an astronomical rate. This reality requires our students and staff to have additional competencies and skills. The Sun West School Division will therefore endeavor to infuse 21st Century learning skills into all curricula and into the development of any and all educational programming. Staff will be supported and expected to continually develop their 21st Century Competencies.

Leading Change – One Example

Factors Affecting Student Achievement aligned with 21st Century Skills for 2024-2025 school year



Factors Affecting Student Achievement

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others
- Respect Differences

Critical Thinking and Problem-Solving

- Think Critically (to Make Decisions)
- Assess and Reflect (Meta-Cognitive Thinking)

Creativity and Innovation

- Think Creatively
- Seek Innovative Solutions

Habits for Success

- Persistence and Resiliency
- Time Management and Organization
- Responsibility and Leadership



< All teams

Factors Affecting Student Achievement

FASA and 21st Century Skills ...

Main Channels

- General
- Early Years (1-2)
- Elementary (3-6)
- High School (10-12)
- Middle Years (7-9)

General Posts Files **Staff Notebook** Reflect

File **Home** Insert Draw View Help Staff Notebook Tell me what you want to do Editing

Undo Paste Clipboard Font Styles Tags Spelling Dictation Feed

FASA and 21st Century Skills Notebook

Welcome	Getting Started
> _Collaboration Space	Learner Pathways
> _Content Library	Module Overview
Introduction	Lesson Format
Lesson 1 - FASA In ...	Materials
Lesson 2 - 21st Cen...	Making Connections
Lesson 3 - Intentio...	Teacher Anticipation Gui...
Lesson 4 - Assessin...	Administrator Anticipati...
Lesson 5 - Engagin...	

Module Overview

Saturday, June 01, 2024 10:05 AM

Module Overview
The module consists of **five lessons**.

Lesson 1 – FASA in Context	30 minutes	<ul style="list-style-type: none"> Learn the history of FASA assessment and the
-----------------------------------	------------	--

Supporting Teachers

COMMUNICATION LOOKS LIKE

- listen to understand others
- ask good questions
- share ideas appropriately
- add logical details

COLLABORATION LOOKS LIKE

- work cooperatively; complete tasks
- share ideas respectfully
- use personal skills
- recognize

CRITICAL THINKING LOOKS LIKE

- break big tasks into smaller steps
- use effective research strategies; cite sources
- make connections

CREATIVE THINKING LOOKS LIKE

- make connections to personal experiences
- ask others to share ideas
- take positive risks to improve work

HABITS FOR SUCCESS LOOK LIKE

- persevere; stick with tough tasks
- stay focused; be on time
- use planner; keep track of belongings
- help others; show gratitude and appreciation
- show positive sportsmanship
- take responsibility for actions

21st Century Skills

Communication

Answer the questions below to reflect on your learning habits.

Student Self-Assessment	Yes	Sometimes	No
Do you listen carefully to others in class/discussions/workshops?			
Do you ask questions appropriately when you are unsure?			
Are you able to express your ideas with respect?			
Can you accept feedback from others respectfully?			
Are you confident of when to appropriate to share (in 1st form, not necessarily)?			
Do you communicate more when using technology (e.g. text, email)?			

21ST CENTURY SKILLS

SUN WEST SCHOOLS DIVISION

Character	Communication	Life Skills
Critical Thinking	Cultural & Ethical Citizenship	Creativity
Grades 3-6 Support	Grades 7-9 Limited Support	Grades 10-12 Independent

Habits for Success

Use the space below to share examples from the classroom where you have demonstrated some of these skills.

Student Reflection	
At times when I persevered was when ...	
Tell about how often you stay on task with the lesson.	
Show about how you use a planner to keep track.	
Tell about how you keep track of your supplies.	

Critical Thinking and Problem-Solving Rubrics

	Think Critically (to Make Decisions)	
Identify Issues (Ask Questions)	I can identify issues, ask probing questions, and respectfully compare the different perspectives involved.	I can identify issues, question them, and explain my perspective.
Find Evidence and Find Patterns	I can focus my research topic and find a variety of credible resources (print and online).	I can focus my research on a topic and find credible resources.
Evaluate Evidence	I can evaluate questions about the sources of information that are presented to me to discern fact and/or opinion and to identify fallacy or misleading information. I present evidence based on multiple sources.	I ask questions about the sources of information and can explain why the information may be accurate and/or true.
Reach Conclusions	I can explain the evidence and results of my research and make use of this evidence to develop and refine a supported conclusion.	I can examine my research and gathered evidence to reach and support a conclusion.
Respect Digital Law*	I follow copyright laws by all other sources (images and	I follow copyright laws by all other sources (images and

Creativity Innovation

Habits for Success

Communication Collaboration

Habits for Success

Communicate Clearly **Collaborate with Others**



“a school’s level of success is determined both by its environment and culture and by the life experience of each school principal, which has a great influence on the formation of their leadership qualities, skills and attitudes”

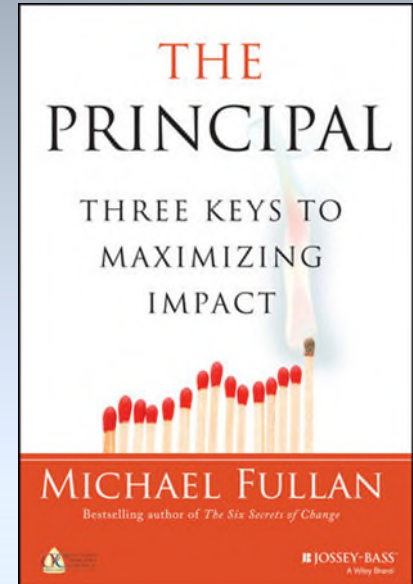
(Nebierdze, 2023)



Q4 – WHAT ARE CHARACTERISTICS OF INNOVATIVE LEADERS?

Qualities of Innovative Leaders

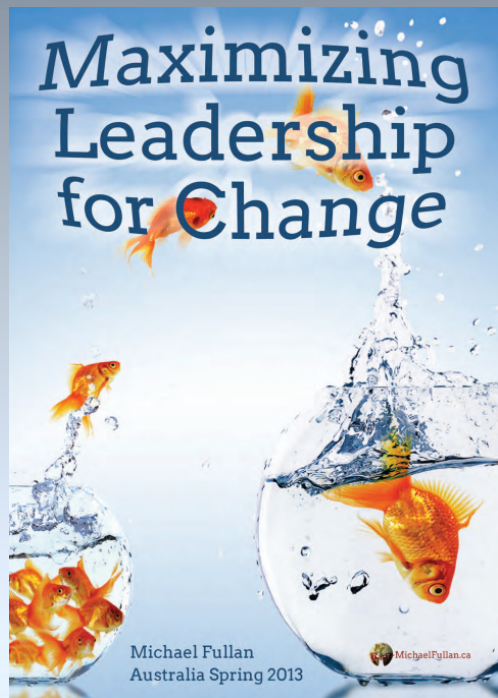
- “being a district/system player”
- “change agent”
- Leadership and Teams: The Missing Piece of the Education Reform Puzzle
Kirtman (2013)





7 LEADERSHIP COMPETENCIES

- 1** CHALLENGE THE STATUS QUO
- 2** BUILDS TRUST THROUGH CLEAR COMMUNICATION & EXPECTATIONS
- 3** CREATES A COMMUNITY OWNED PLAN FOR SUCCESS
- 4** FOCUSES ON TEAM OVER SELF
- 5** HAS A COMMITMENT TO CONTINUOUS IMPROVEMENT FOR SELF & ORGANIZATION
- 6** HAS A HIGH SENSE OF URGENCY FOR CHANGE AND SUSTAINABLE RESULTS IN IMPROVING STUDENT ACHIEVEMENT
- 7** BUILDS EXTERNAL NETWORK AND PARTNERSHIPS



SELF REFLECTION

1. Challenges the Status Quo

Competency	Self-Rating (Circle One)					Strength	Score
	Target for Improvement						
Maintain focus on a vision for success	1	2	3	4	5		
Prioritize getting results over following traditions	1	2	3	4	5		
Question or challenge current practices	1	2	3	4	5		
Take risks to achieve results	1	2	3	4	5		

5. Has a High Sense of Urgency for Change and Sustainable Results in Improving Achievement

Competency	Self-Rating (Circle One)					Strength	Score
	Target for Improvement						
Is able to move initiatives ahead quickly	1	2	3	4	5		
Can be very decisive	1	2	3	4	5		
Uses instructional data to support needed change	1	2	3	4	5		
Builds systemic strategies to ensure sustainability of change	1	2	3	4	5		
Sets a clear direction for the organization	1	2	3	4	5		
Is able to deal with and manage change effectively	1	2	3	4	5		



Innovative School Leaders Commit to Continuous Improvement

- IgnitED Leadership Professional Learning

Will Driver Descriptors

Driver	Traits	Strengths	Potential Challenges
Autonomy-Driven	<ul style="list-style-type: none"> • Typically motivated by the need to feel self-directed and in control. • Crave options and choices and prefer to work independently. • Most motivated with freedom. 	<ul style="list-style-type: none"> • Examines a variety of data and options before making a decision. • Independent. • Provides options and choices. 	<ul style="list-style-type: none"> • May be seen as indecisive. • Some people may need more direction and guidance than you tend to provide. • Collaboration with others.
Purpose-Driven	<ul style="list-style-type: none"> • Typically motivated by your ideals, values, and mission. • Have a need to know "why". • Need to see the bit picture, the vision, and the mission to be motivated. 	<ul style="list-style-type: none"> • Persistent in the pursuit of goals. • Focused on the big picture. • High expectations of self and others. • Seeks to engage teachers in healthy and robust debate around decisions and practices. 	<ul style="list-style-type: none"> • May be so sure of your convictions you fail to consider other points of view. • Need to translate mission into concrete steps. • May be impatient with details. • May be viewed as threatening and combative.
Mastery-Driven	<ul style="list-style-type: none"> • Typically motivated by the idea that you are either good or can get good at the things that matter to you. • Always learning and looking for the right way to do things. • Motivated by challenge, good feedback, and support that allows you to be at your best. 	<ul style="list-style-type: none"> • Innovative. • Full of suggestions. • Clear focus on improvement. • Can quickly assess a situation for next steps. • Direct and honest. • Provides clear plan of action. • Interested in doing things the "right" way. 	<ul style="list-style-type: none"> • May lose sight of people, purpose, and bigger picture in pursuit of goals. • May try to do too much at once. • May overwhelm others with too much or move too quickly. • May stifle feedback and input from others.
Connection-Driven	<ul style="list-style-type: none"> • Typically tend to focus on relationships more than anything else. • Need to feel liked and respected to be motivated. • Seek connection, resolve (or avoid) conflict, and build trust and rapport. 	<ul style="list-style-type: none"> • Collaborative. • Personally invested in people and in job. • Empowers others. • Supportive and gentle feedback. • Attuned to the moods and emotions of others. • Seeks harmony. 	<ul style="list-style-type: none"> • May be unwilling to take a stand. • May take things too personally. • May downplay your own strengths and virtues. • May soften feedback so much teachers don't see the need to improve. • May come off as insincere. • May be sensitive, easily hurt, or over-react.



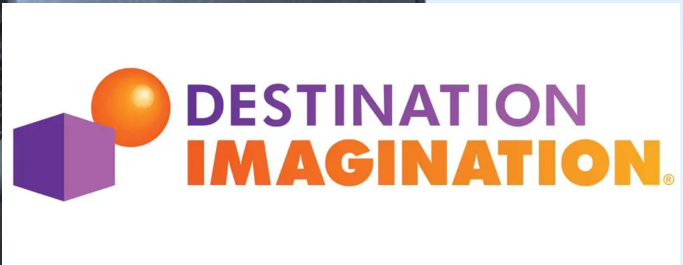
Innovative School Leaders Develop External Networks and Partnerships

- Leader in Me
- Power Play
- Destination Imagination
- Science Olympics
- SaskCode
- Let's Talk Science
- Structured Literacy





External Partnerships – Destination Imagination



Grade 3 Aligned Challenges

Life Science: Plant Growth and Changes	
PL 3.1 - Investigate the growth and development of plants, including the conditions necessary for germination.	Seed Germination
PL3.2 - Analyze the interdependence among plants, individuals, society, and the environment.	How Do You Spell Science? Gr 3
Physical Science: Structures and Materials	
SM3.1 - Investigate properties of materials and methods of joinery used in structures.	Recycled Towers
SM3.2 - Assess the function and characteristics of strong, stable, and balanced natural and human-built structures.	Castles in the Sand Card Tower Snack Machine Recycled Towers Fighting the Wind
Physical Science: Magnetism and Static Electricity	
ME3.1 - Investigate the characteristics of contact (e.g., push, pull, and friction) and non-contact (e.g., magnetic and static electric) forces.	Design and Build a Toy that Moves Magnetic Car Challenge Make It Move Challenge
ME3.2 - Assess effects of practical applications of magnetic and static electric forces on individuals and society.	Wingardium Leviosa Jump
Earth and Space Science: Exploring Soils	
ES3.1 - Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment.	Castle Super Root V Erosion
ES3.2 - Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment.	

Sun West

SCIENCE
OLYMPICS

Grade 5 Aligned Challenges

Life Science: Human Body Systems	
HB5.1 - Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.	NO BONES ABOUT Sample K-6 Events Science Olympiad (soinc.org) Modelling Lungs Design Models of Organs Design a Helping Hand
HB5.2 - Investigate the structure, function, and major organs of one or more human body systems such as the digestive, excretory, respiratory, circulatory, nervous, muscular, and skeletal systems.	PICTURE THIS - Science Olympiad
HB5.3 - Assess how multiple human body systems function together to enable people to move, grow, and react to stimuli.	Tensile Bubbles Castles in the Sand
Physical Science: Properties and Changes of Materials	

Grade 4 Aligned Challenges

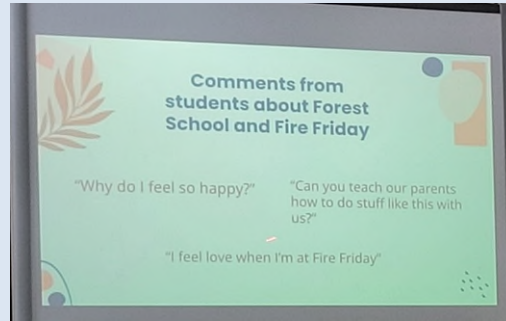
Habitats and Communities	
HC 4.1 - Investigate the interdependence of plants and animals, including humans, within habitats and communities.	Creature Creation* (warm up) Pet Rocks* (warm up) Nature and Habitats
HC 4.2 - Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.	Living in the Dark Moving Together Breath of Fresh Air
HC 4.3 - Assess the effects of natural and human activities on habitats and communities and propose actions to maintain or restore habitats.	
Light	
LI 4.1 - Investigate the characteristics and physical properties of natural and artificial sources of light in the environment.	Smartphone Projector
LI 4.2 - Analyze how light interacts with different objects and materials to create phenomena such as shadows, reflection, refraction, and dispersion.	Mirror Madness Shadow Tower
LI 4.3 - Assess personal, societal, and environmental impacts of light-related technological innovations including optical devices.	Maximum Light
Sound	
SO4.1 - Explore natural and artificial sources of sound in the environment and how those sounds are detected by humans and animals.	Musical Water Jars
SO4.2 - Analyze the characteristics and physical properties of sound waves.	Quiet Neighbourhood Hear My Ears





Innovative School Leaders Develop External Networks and Partnerships

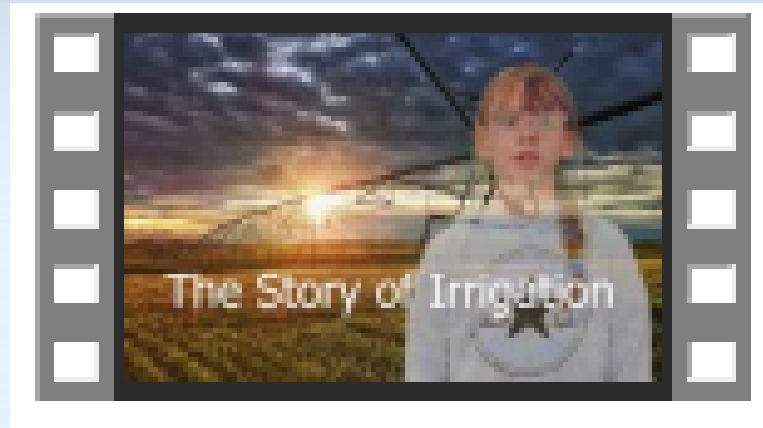
- Derek Hyland and Debbie Kruchkowski – Lloydminster Public
- Canadian Playful Schools Network and Sask Rivers





Innovative School Leaders Develop External Networks and Partnerships

- Outlook Elementary School – Irrigation Mini-Documentary



McDowell Foundation Research Grant

Leading Reconciliation in Rural Schools Research Questions

What strategies and actions are rural K-12 school principals undertaking to lead reconciliation in response to the Truth and Reconciliation Calls to Action?

In what ways have these activities increased understanding of the Indigenous worldviews and the history of and legacy of residential schools?

How have these practices strengthened relationships between Indigenous and non-Indigenous people within one rural school division?

What challenges and opportunities are experienced when leading reconciliation in rural schools?



Innovative School Leaders Demonstrate Sense of Urgency to Improve Student Achievement

- Use data to direct improvement
 - Personalized Goals – Dossier





Innovative School Leaders Create Community Owned Plan for Success

- Grade-Alike Planning Initiative

What is Grade Alike Planning?

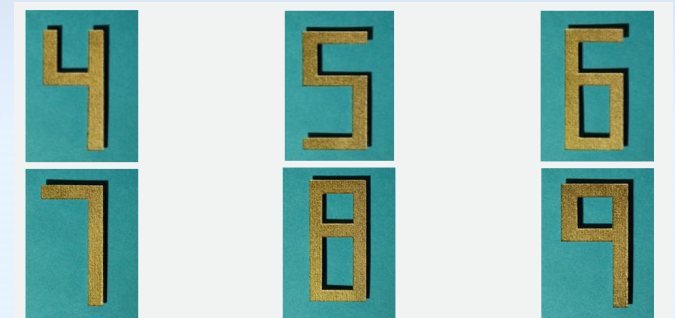
Grade Alike Planning (GAP) is a job-embedded, structured planning framework that infuses key pieces into students' educational experiences.

Vision - To create personalized and infused pathways for learning.

Mission - Success for all learners.

Learn More - To learn more about GAP and access a poster of the graphic please visit [this resource](#).

Please refer to our [Monthly Newsletters](#) to find our most favourite resources to help you get started!




Innovative School Leaders Create Community Owned Plan for Success

- Grade-Alike
Planning
Initiative –
Levelling Up
Workshop

The Sun West Grade Alike Team presents

LEVELLING UP

Practical Strategies and
Resources for Middle Years
Classrooms




1 DAY WORKSHOP

GRADE 7 - APRIL 23
GRADE 8 - APRIL 25
GRADE 9 - APRIL 26

Participants will collaborate
with a member of the
GAP team to review an
existing project/lesson
through the lens of the
infusion elements.

There is no expectation that
projects or lessons need to be
shared beyond the workshop.





**Q5 – WHAT TOOLS AND STRATEGIES
MIGHT PRINCIPALS CONSIDER USING
WHEN LEADING INNOVATION?**

Turn and Talk

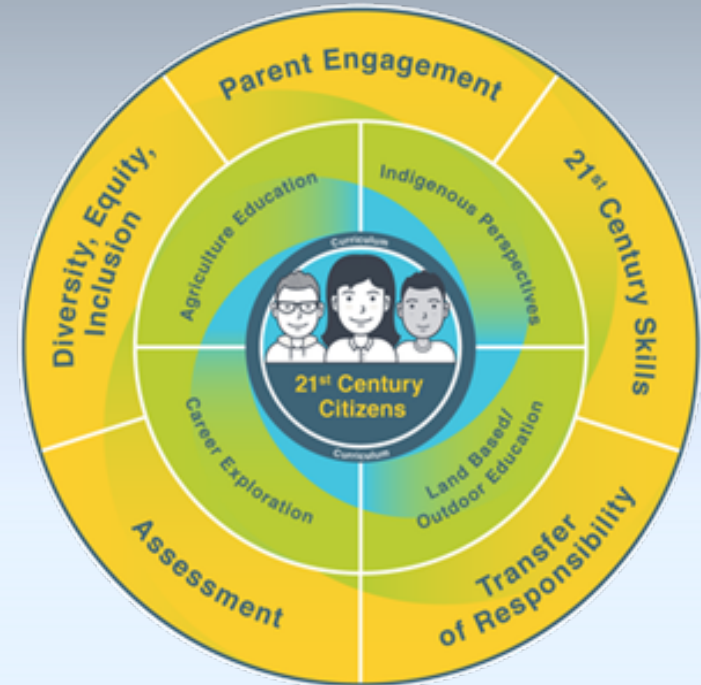


- Think about a tool or strategy that you currently use that helps you innovate.
- Share with someone near you.
 - How has the use of this tool or strategy assisted in leading innovation?



Tools and Strategies – Innovative Instruction

- Cross Curricular Planning
- Inquiry and PBL



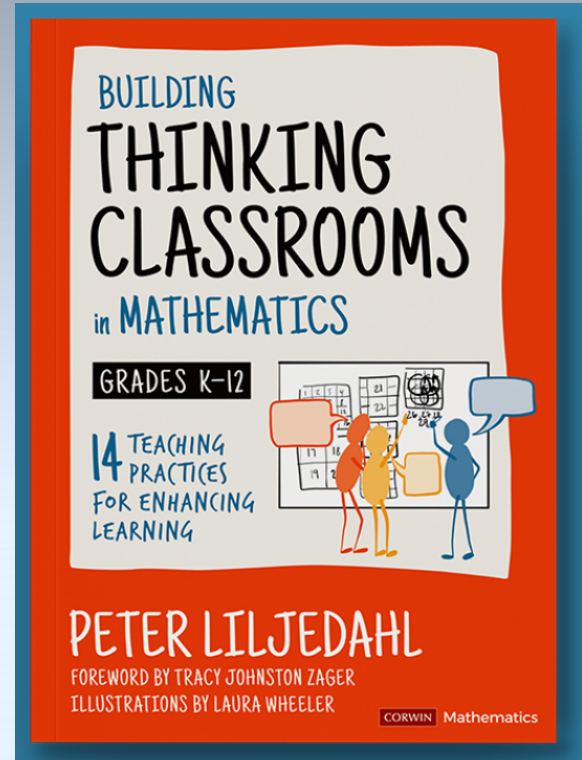
Tools and Strategies – Innovative Instruction

- **Grade 7** – Pacific Rim Year-Long Inquiry
- **Grade 8** - Embracing Fire as a Catalyst for Renewal and Regeneration
- **Grade 9** – Impacts of Small Modular Reactors in Saskatchewan: Sustainability and Accountability



Tools and Strategies

- Innovative Instruction





Tools and Strategies

- Innovative Instruction
 - Flexible Learning Spaces
 - Math Walk
 - Outdoor Education
 - Land-Based Learning
 - Guest Speakers – Parent Engagement

Tools and Strategies

- Innovative Instruction
 - Sask DLC Courses



The screenshot shows the top navigation bar of the Saskatchewan Distance Learning Centre website. It includes the Sask DLC logo, a 'Learn With Us' dropdown menu, and links for 'Resource Bank', 'School Administrators', and 'Careers'. The main heading reads 'Saskatchewan Distance Learning Centre'. Below this is a welcome message: 'Welcome to Saskatchewan Distance Learning Centre (Sask DLC). Sask DLC is a fully accredited online school that offers Kindergarten to Grade 12 online education to Saskatchewan students of all ages and backgrounds. Whether you're a Kindergarten student starting your academic journey, a high school student wanting to expand your current education, or an adult looking to graduate or upgrade your education, we can help.' At the bottom of the page is a green button labeled 'Explore Courses'.



Tools and Strategies – Innovative Instruction

- Supporting Student-Centred Assessment – IgnitED Leadership Gallery Walk

Effective Assessment Practices

Adapting Assessments

Classroom teachers have the responsibility to adapt practices, or differentiate, to meet the needs of all students. Aligning with the guiding principle of supporting **responsive instruction** to inspire learning, assessments are adjusted to meet individual needs.

The **Adaptive Dimension** advocates for:

- fair and equitable assessments, giving all students opportunities to make connections and demonstrate the extent of their knowledge, skills, and abilities in a variety of ways;
- the inclusion of a variety of evidence, active participation, and student self-assessment; and,
- opportunities for students to be successful by adapting assessments to match student strengths and needs.

Effective assessment in diverse learning spaces includes systematic gathering and documenting of a variety of evidence (products, conversations, and observations). In addition, this process encourages **active student participation** through peer assessment and self-assessment.

Examples of adaptations to assessment practices

- Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia).
- Change the location of the assessment (e.g., private or low-traffic space rather than the classroom).
- Adjust the length of time allowed to complete the assessment.
- Agree upon specific dates for completion of individual parts of an assignment.
- Consider using a reader and/or a scribe.
- Communicate details about assignments and examinations to parents/caregivers in electronic or print format.
- Document evidence and use a variety of ongoing assessments to monitor students' progress.
- Discuss options regarding topics, tasks, resources and learning groups.
- Collaborate in assessing growth by using portfolios, celebrations of learning and/or electronically documented learning.
- Involve families in developing plans for supporting student achievement.

(Adapted from [The Adaptive Dimension for Saskatchewan K-12 Schools](#), Saskatchewan Ministry of Education, 2017)

What is the role of the classroom teacher in adapting assessments? How might you involve families in decisions around assessment?

Effective Assessment Practices

Engaging Parents in Assessment

Within the Supporting Student Assessment model, the guiding principle “Clearly Informing Stakeholders” is an integral part of the assessment process. The term “stakeholders” includes the students and the adults directly supporting them, such as teachers, parents/caregivers, and paraprofessionals.

Teachers and students communicate evidence of learning to stakeholders in terms of both **academic** and **non-academic progress**. They can communicate key messages to inform stakeholders about the way assessment methods are chosen, how assessment information is collected, how performance is judged and scored, and how findings are summarized and reported. This clear communication supports transparency of the assessment process and results. Some forms of communicating assessment results are as follows:

- portfolios (paper or electronic)
- student conferences
- electronic/paper communication (emails, letters, notes home, etc.)
- telephone calls/virtual meetings (may require interpretive services)
- home visits/out of school meetings
- report cards (academic and non-academic)
- parent portals (MySchoolSask)

The Teacher Professional Practice Handbook outlines expectations for communicating with families:

- 4c. Communicating With Families
- Establish a relationship that is frequent and culturally appropriate (text, digital, in-person, or other).
 - Engage in respectful two-way communication with parents/caregivers.
 - Develop relationships with parents/caregivers and offer opportunities for them to be meaningfully engaged in their child's learning process.

Checklist for Communicating Effectively with Parents



How do you invite two-way communication with families?

Adapted from Supporting Student Assessment in Saskatchewan, 2022

8 Tips for Providing Effective Feedback for Learning



Use student-friendly language at an appropriate level.

Be specific and clear, focused on aspects of the student's work.

Include students. Ask them to explain their thinking during the assignment.

Create a “sandwich” comment: strength, growth area, strength.

Be timely with the feedback while the material is still fresh.

Balance positive feedback and constructive feedback.

Be sensitive to student needs and individual goals.

Provide encouragement about work habits: “It is clear you are trying hard.”



Tips created by Grade-Alike Planning Team 2023

Effective Report Card Comments



1. Maintain the focus on the student and the learning. Avoid listing what was taught. Send that information in a different format (e.g. email, Edsby).



5. Keep in mind report cards are a permanent and legal record of student achievement. Provide students and families with personalized, clear, precise and meaningful feedback.



2. Describe significant strengths. Highlight what students are doing well. Connect comments to learning outcomes.



6. Short focused phrases are easier to read and understand. Avoid educational jargon. Avoid generalized “out and paste” comments.



3. Communicate areas for improvement or growth. Try a 3/2/1 strategy: 3 areas of strengths, 2 areas for growth, and invitation to set 1 goal for the upcoming term/quarter.



7. Avoid absolutes (e.g. best, always, never). Provide personalized comments that help parents understand how their child is performing at school.



4. Provide examples to help clarify any broad statements. Highlight the work completed during a specific assignment or project.



8. Be mindful of how your words can impact a student or their family.



Tips from Grade-Alike Planning Team 2023



Tools and Strategies

- Innovation through Technology
 - AI
 - STEM/STEAM
 - Edsby Portfolios
 - Apps/Software/iPads and Laptops



Thank you!



Jade Ballek

Jade.ballek@sunwestsd.ca



Kim Fick

Kim.fick@sunwestsd.ca