


Thinking critically about our leadership

Planning for significant positive impact

May 19, 2022

Manitoba Association of School Superintendents

Usha James  
Executive Director  
The Critical Thinking Consortium (TC<sup>2</sup>)



1

Which of your division's actions this year has had the **most significant positive** impact?



BREADTH  
OF IMPACT



DEPTH  
OF IMPACT



DURATION  
OF IMPACT



3

Which of your division's actions this year has had **little, no or negative** impact?



BREADTH  
OF IMPACT



DEPTH  
OF IMPACT



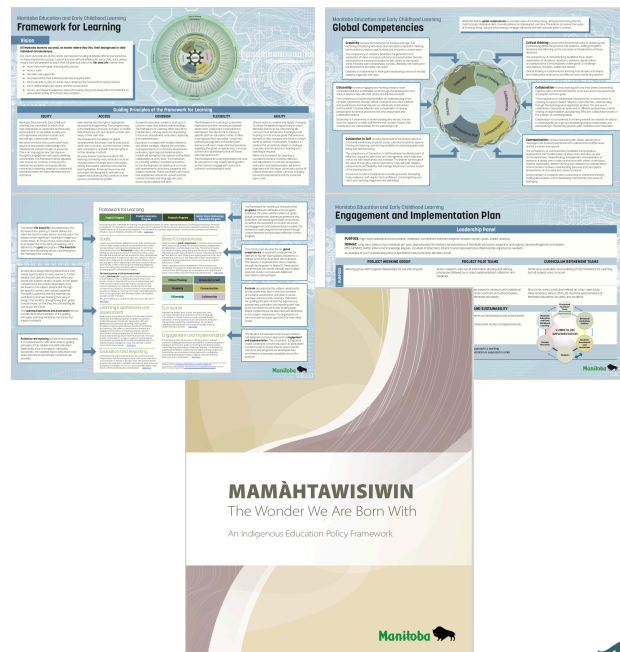
DURATION  
OF IMPACT



4

Thinking critically about  
new provincial  
documents

- What will affect the impact of your implementation?



5

## Approaching student, staff and our own learning as critical inquiry



Black Canadian artist Jacquie Comrie's "Awake"



7

## Critical inquiry question

## Critical challenge

- How might we best enhance our approach to school and district learning to achieve significant positive impact?
- What actions might you take and what data might you collect before the end of June to enhance your ability to plan effectively for next year?

Start a Thoughtbook: What are your initial thoughts about this challenge?



8

# What does it mean to be impactful?

9

## Digging deeper into the criteria for impact



BREADTH  
OF IMPACT



DEPTH  
OF IMPACT



DURATION  
OF IMPACT



10



## Breadth of impact

- ❑ Results in positive change across all the most important areas for growth and development
- ❑ Supports the growth and development of all members of our educational community

### Risks

- We ignore an important aspect of work
- Everyone does not see themselves and their work in the plan

What are you measuring?  
What might you measure?



11

## Depth of impact

- ❑ Results in significant and deep change rather than surface level change
- ❑ Has the greatest impact on the most vulnerable or marginalized members of our educational community

### Risks

- Compliance rather than deep learning
- We perpetuate the status quo rather than disrupt oppressive practices

What are you measuring?  
What might you measure?



12

## Duration of impact

- ❑ Results in positive change that is likely to be sustained over time
- ❑ Includes systems, structures and processes that ensure ongoing growth, development, reflection and improvement

### Risks

- Time and resources are wasted
- People become cynical; "this too shall pass"

What are you measuring?  
What might you measure?



13

## Critical inquiry question

## Critical challenge

- How might we best enhance our approach to school and district learning to achieve significant positive impact?
- What actions might you take and what data might you collect before the end of June to enhance your ability to plan effectively for next year?

Revisit your Thoughtbook:  
What are you thinking now?



14

## 4 types of data

- What do you collect most? Least?
- What type do you reference or lean on the most?

Type of data	Helps you understand...	Answers the questions:
Demographic Data	WHO you are as a school community	Who do we serve? What is important to our community? What social identities are reflected in our community? Who in our school community represents groups of historically marginalized peoples?
Perception Data	CLIMATE of your school and the well-being of students and staff	What are the lived experiences of members of our school community, particularly those who are marginalized? What do students/ families identify as strengths of the school? Weaknesses?
Learning/ Achievement Data	HOW students are doing academically	What academic outcomes are students experiencing? What are the patterns of academic success—for whom is this a pattern? What are the patterns of academic underachievement —for whom is this a pattern?
Programs and Process Data	WHAT you are doing or not doing that is contributing to results	Where are is bias and oppression within our ways of doing business? What structures and practices that support or impede students' experiences and outcomes?



21

## Critical inquiry question

## Critical challenge

- How might we best enhance our approach to school and district learning to achieve significant positive impact?
- What actions might you take and what data might you collect before the end of June to enhance your ability to plan effectively for next year?

Revisit and then share something from your Thoughtbook: What are you thinking now?



26

Thank you for  
committing to  
critically  
examining your  
own practices

---



Christi Belcourt. The Wisdom of the Universe, 2014.



28

Usha James  
Executive Director  
The Critical Thinking Consortium (TC²)

usha.james@mail.utoronto.ca  
@UshaJames  
[www.tc2.ca](http://www.tc2.ca)  
@TC2thinks

---

Thank you!

---



30