Thinking critically about our leadership

LEADING IN A GOOD WAY: How might we meaningfully use data as guidance?

Aug 16, 2023

Manitoba Association of School Superintendents

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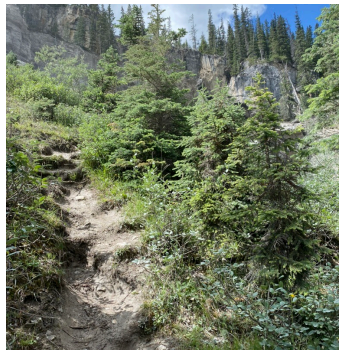
Connecting and re-connecting

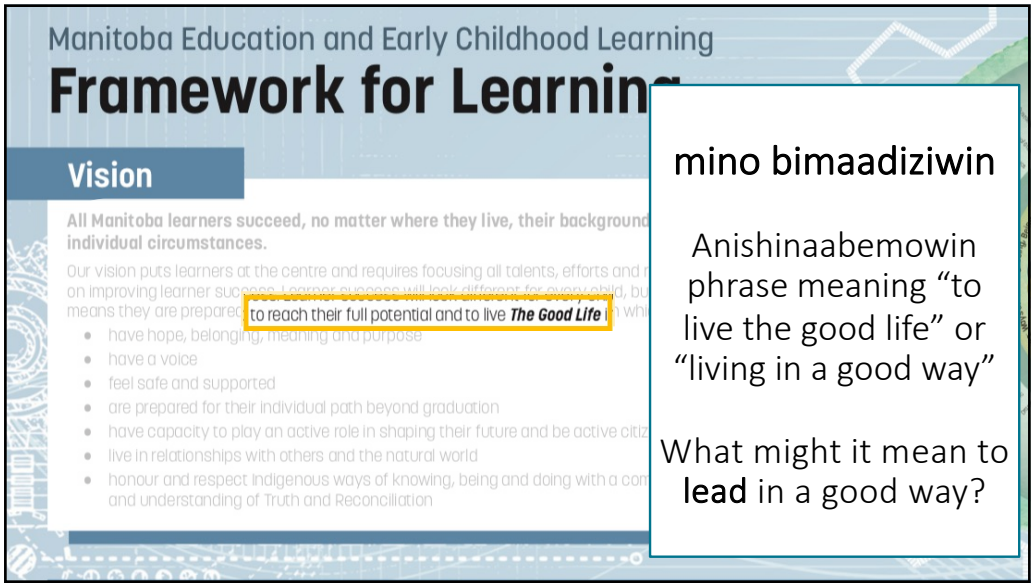
- You and your ecosystem
  - Identities
  - Relationships
  - Interconnections

The path of our inquiry today

- Why focus on ”Leading in a Good Way”?
- How might we engage in critical inquiry together?
- Why focus on a meaningful approach to data?
- How might we proceed over the next two days?



Why focus on “Leading in a Good Way”?


Manitoba Education and Early Childhood Learning
Framework for Learnin
Vision
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individual circumstances.
Our vision puts learners at the centre and requires focusing all talents, efforts and
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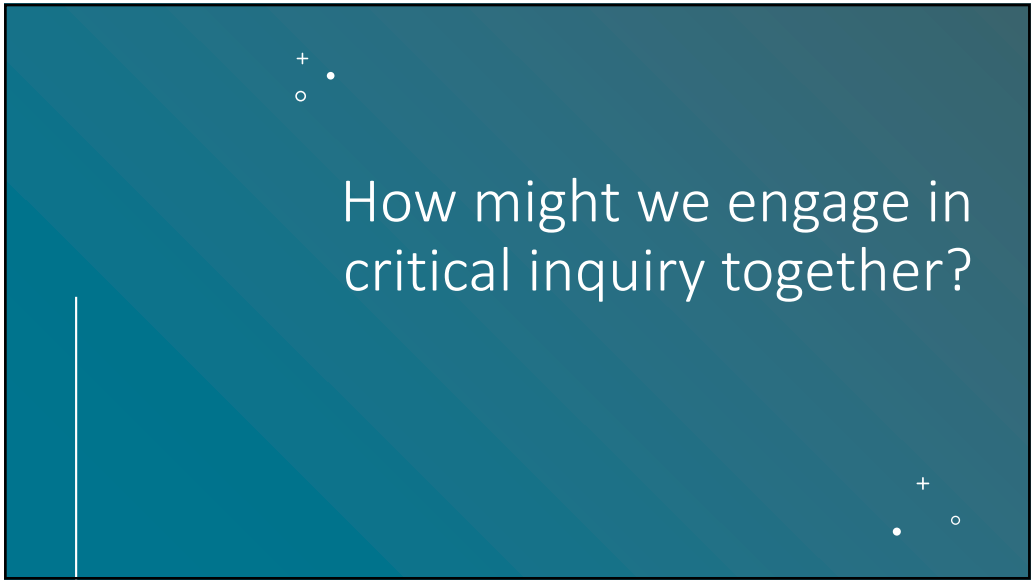
Anishinaabemowin phrase meaning “to live the good life” or “living in a good way”
What might it mean to lead in a good way?


How might we engage in critical inquiry together?

Critical inquiry question

- What might it mean to lead in a good way?

Critical challenge

1. Commit to **principles** that will guide your decisions in relation to data
2. Identify steps, actions, and practices that you will **affirm**, **refine**, **adopt**, or **abandon** to lead in a good way this year, with a focus on using data to guide your decision making.

Our critical challenges

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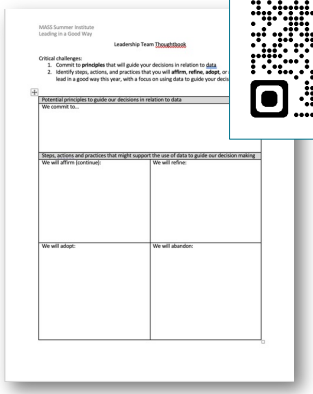
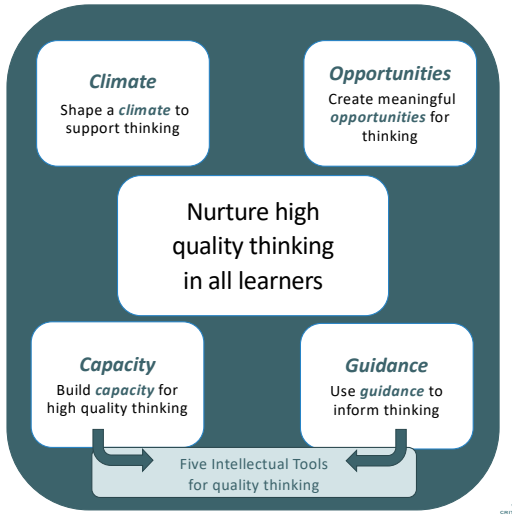


Start a Thoughtbook: What are your initial thoughts?

Reminder

TC²'s framework to ensure a critically thoughtful approach to teaching, learning and leadership



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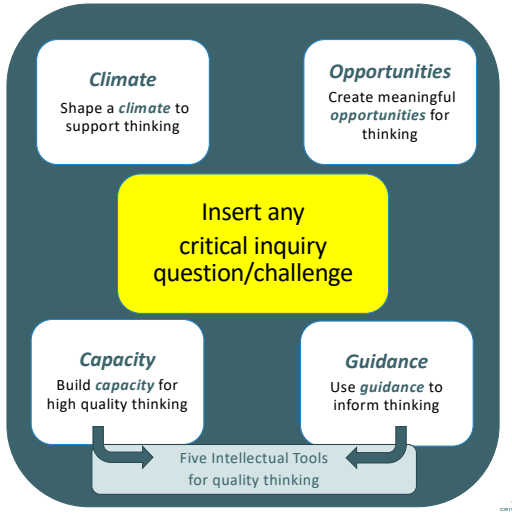

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Why focus on a *meaningful* approach to data?

Reminder

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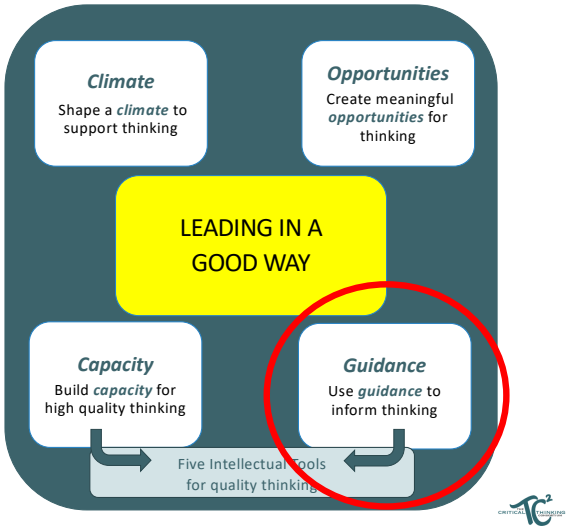


Reminder

Reframing "data" as "guidance"

Christi Belcourt. The Wisdom of the Universe, 2014.

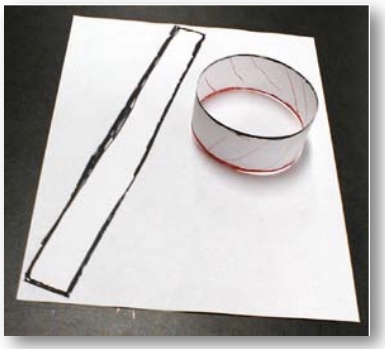
How has and how might the use of data harm marginalized and underserved students, families and communities and perpetuate inequities?

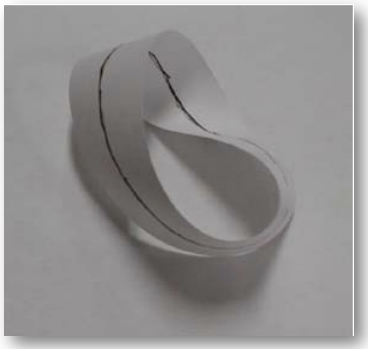
Potential source of harm	**How** might harm happen?	**Why** might harm happen?	What **principles** might we commit to?	What **practices** might prevent harm?
Bias in assessment tools				
Labelling and tracking				
Narrow focus on quantifiable skills				
Pressure and Stress				
Educator Bias / Limited View of Student Potential				
Cultural and Linguistic Bias				
Other?				

How might our own lived experiences, biases, assumptions and worldviews influence how we hear or read the data?

Reminder

e relationship between how we lead and who we are?





Reminder

Leading in a good way: how might the inner and outer work be related?

INNER WORK REQUIRED	OUTER WORK REQUIRED
• Identifying and questioning personal positionality, beliefs, privileges, and biases • Developing personal knowledge and understanding • Nurturing personal competencies and practices	• Identifying and disrupting policies, practices, and systems that inhibit effective leadership • Repairing and growing relationships • Developing policies, practices, and systems that support effective leadership

How might our use of data embody our efforts to decolonize our systems and structures?

Norvel Morriseau's "Man Changing into Thunderbird"

Manitoba Education and Early Childhood Learning

Framework for Learning

Vision

All Manitoba learners succeed, no matter where they live, their background or their individual circumstances.

Our vision puts learners at the centre and requires focusing all talents, efforts and resources on improving learner success. Learner success will look different for every child, but it always means they are prepared to reach their full potential and to live ***The Good Life*** in which they

- have hope, belonging, meaning and purpose
- have a voice
- feel safe and supported
- are prepared for their individual path beyond graduation
- have capacity to play an active role in shaping their future and be active citizens
- live in relationships with others and the natural world
- honour and respect Indigenous ways of knowing, being and doing with a commitment to and understanding of Truth and Reconciliation

How will you know your actions are having significant positive impact?

What indicators/ data will help you assess if you are leading in a good way?

Our critical challenges

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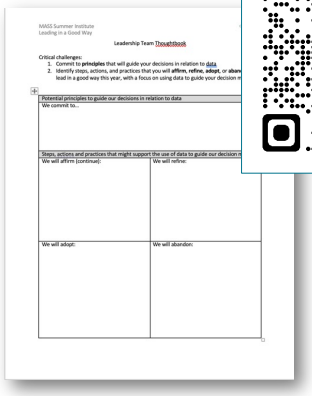


Revisit your Thoughtbook: What might you add or change?

How might we proceed over the next two days?

Plan to bring your most compelling and informative data to the summer institute

Reminder

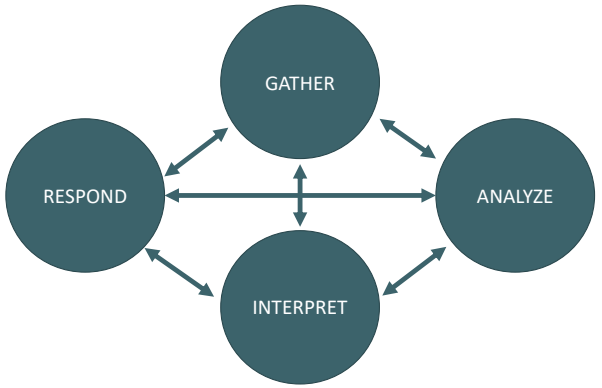
Type of data	Helps you understand…	Answers the questions:
Demographic Data	WHO you are as a community	Who do we serve? What is important to our community? What social identities are reflected in our community? Who in our community represents groups of historically marginalized peoples?
Perception Data	CLIMATE of your district and the well-being of students and staff	What are the lived experiences of members of our community, particularly those who are marginalized? What do students/ families identify as strengths of the district? 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?

Reminder

Data as guidance: How can data help us see ourselves more clearly?

Data literacy competencies

How might our own identities, lived experiences, biases, assumptions and worldviews influence how we engage with data at each stage?



Critical overarching leadership competency

An **inquiry stance** toward leadership practice

- engage in high road transfer of learning in self-regulated ways - i.e. "the explicit conscious formulation of abstraction in one situation that allows making a connection to another" (Perkins and Salomon, 1989, p.123)
- respond effectively to ill-structured, "in the swamp" problems - i.e. those that lack clear definition, clear criteria for an adequate solution and an obvious strategy for moving towards a solution (Schön, 1984)
- inclined to reflect not only on their actions but on the beliefs, assumptions and tendencies they have that might be a barrier to improving teaching and learning
- inclined to question the soundness of their interpretations, the coherence of their strategies, the validity of their conclusions and the way in which they are perceived by others

Use guidance to inform thinking

- Determine what data will inform your plan
  - What data do you already have?
  - What data do you need to gather?
- Effectively gather data from different members of the educational community
- Thoughtfully examine and analyze different sources of data
- Interpret data and critically reflect on the conclusions we draw from it

Our critical challenges

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Revisit your Thoughtbook: What might you add or change?

Final thoughts

- How are you feeling about the learning and collaborative thinking that lies ahead this week?

Thank you for committing to critically examining your own practices

Christi Belcourt. The Wisdom of the Universe, 2014.

Thank you!

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