Leading in a good way

Beyond Parent "Involvement": Strengthening support for students by developing truly collaborative partnerships with families and communities

Aug 17, 2023

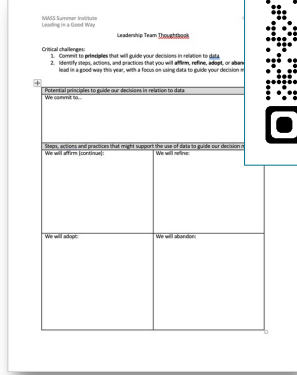Manitoba Association of School Superintendents (MASS)

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Our critical challenges

- Commit to **principles** that will guide your decisions in relation to data
- 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.

Revisit your Thoughtbook: What might you add or change?

The path of our inquiry

Which questions are most intriguing for you?

- How and what are you learning from families and communities?
- What do we mean by "truly collaborative partnerships"?
- What principles might guide us in working with families and communities to better understand students?
- What might it look like and sound like to learn from and think collaboratively with families and communities?
- What are the data literacy competencies required to thoughtfully engage with data gathered with families and communities?
- How might you nurture a system in which every leader and educators actively seeks, values and meaningfully uses guidance and feedback from families and communities?

How and what are you learning from families and communities?

## What guidance and feedback have you gathered from families? What is it telling you?

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?

Examine your data

- Take time with your team to examine and describe the data
- What questions do you have?

The Ladder of Inference
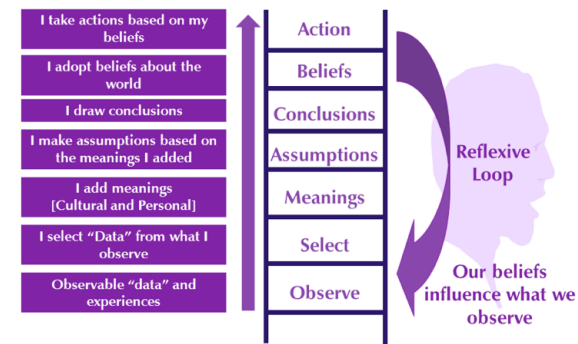
What do we mean by "truly collaborative partnerships"?

What is collaborative thinking?

A

B

C

D

What
connections
might you
make to the
experiences of
families and
communities
you serve?

problem of Technology is a social
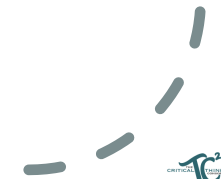control today is ever more present in

- Technologies of control and our right of
refusal Seeta Peña Gangadharan, 2019

Truly
collaborative
partnerships

Develop your own vision of truly collaborative
partnerships with families and communities

- What principles might underpin your
decisions?
- What practices might support those
principles?

What principles might guide us in working with families and communities to better understand students?

OCAP PRINCIPLES

What do you already know?
What questions do you have?

- **Ownership**
- **Control**
- **Access**
- **Possession**

First Nations Information Governance Committee

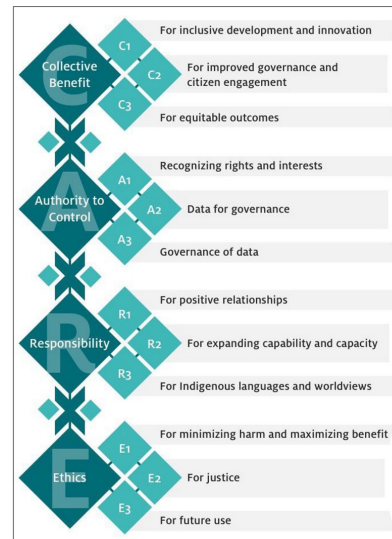# OCAP PRINCIPLES

What connections do you make to education?

- **Ownership** refers to the relationship of First Nations to their cultural knowledge, data, and information. This principle states that a community or group owns information collectively in the same way that an individual owns his or her personal information.
- **Control** affirms that First Nations, their communities, and representative bodies are within their rights to seek control over all aspects of research and information management processes that impact them. First Nations control of research can include all stages of a particular research project-from start to finish. The principle extends to the control of resources and review processes, the planning process, management of the information and so on.
- **Access** refers to the fact that First Nations must have access to information and data about themselves and their communities regardless of where it is held. The principle of access also refers to the right of First Nations' communities and organizations to manage and make decisions regarding access to their collective information. This may be achieved, in practice, through standardized, formal protocols.
- **Possession** While ownership identifies the relationship between a people and their information in principle, possession or stewardship is more concrete: it refers to the physical control of data. Possession is the mechanism by which ownership can be asserted and protected.

CARE PRINCIPLES

- Collective benefit
- Authority to control
- Responsibility
- Ethics

What connections do you make to education?

Collective Benefit	C1	For inclusive development and innovation
	C2	For improved governance and citizen engagement
	C3	For equitable outcomes
Authority to Control	A1	Recognizing rights and interests
	A2	Data for governance
	A3	Governance of data
Responsibility	R1	For positive relationships
	R2	For expanding capability and capacity
	R3	For Indigenous languages and worldviews
Ethics	E1	For minimizing harm and maximizing benefit
	E2	For justice
	E3	For future use

Global Indigenous Data Alliance

How might the wisdom represented in the OCAP and CARE principles guide our leadership more broadly?

What might it look like and sound like to learn from and think collaboratively with families and communities?

Collaborating with families and communities to gather, analyze, interpret and respond to data

| District | School | Classroom |

What are the data literacy competencies required to thoughtfully engage with data gathered with families and communities?

Analyze: Examine and describe the data

- Since discontinuation of the LS program, student is "not thriving". He "cries every night" and continually asks to have his "special class" back. He "can't read what the teacher writes on the chalkboard". Student knows that he is different; he doesn't want to put his hand up in class and ask for help. Student feels "stupid" in the "mainstream" class. [...] Student did not flourish in the "mainstream" program; he did flourish in his "special class" (LS)

- Student "could not" and "would not" read before the Learning Strategies program. His success is "100% because of the LS program." [...] Student was in the LS program for one year before it got "cut". It "saved his life". The Empower Program worked, "everything clicked". Student is a "different person for it ... scholastically".

- Now, Student and parents believe that student can graduate from high school. They did not believe this was possible before the LS program.

- Student is 100% bringing the skills he learned in the LS program forward.

- Learning Strategies is "the reason student will move out of the house one day." They were "devastated" when the program ended.

Interpret: What might it mean?

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Respond: Consider possible actions

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Sample analysis of family interviews

Positive experiences with school
- they are having positive experiences at their child's school because of the specific efforts of knowledgeable and effective individual teachers and staff
- school-wide awareness of their child's disability creates a great sense of belonging.
- a team collaboration approach greatly helps students get the support they need.

Challenges related to transitions
- the positive impacts of programs like AIM are threatened or lost when students experience transitions within the program (i.e. changes in teachers and school).
- would like to see smoother transition between grades.

Needed professional development
- professional development is needed for school staff including teachers and EAs in the areas of:
- Mental health
- Education and awareness of exceptionalities (also needed for the general student body)

Feeling unheard and disconnected to school and/or school board
- they are feeling unheard by schools and the school board.
- the interviews conducted for this review helped them feel heard and made it easier to explain their experiences, questions, and concerns.

What questions do you have? How would you imagine next steps?

Sample analysis of family interviews

- **Loss or inaccessibility of needed specialized programs, supports, and services**
  - students need more one-on-one support both in the classroom and in quieter spaces like SERT classrooms.
  - their children have been significantly negatively impacted by the loss of the Learning Strategies program.
  - they feel the need for more access to the Empower Reading program.
  - there is a need for working with specialists internal and external to school board.
- **Concerns about academic growth**
  - there is ineffective and/or inconsistent implementation of IEP and strategies.
  - there are not enough specialists in the school board to meet students' needs.
- **Feeling isolated**
  - they are feeling isolated and emotionally drained.
  - they have great difficulty navigating processes
  - they need to to strongly advocate for their children

> What questions do you have? How would you imagine next steps?

Data literacy competencies

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

GATHER

RESPOND

ANALYZE

INTERPRET
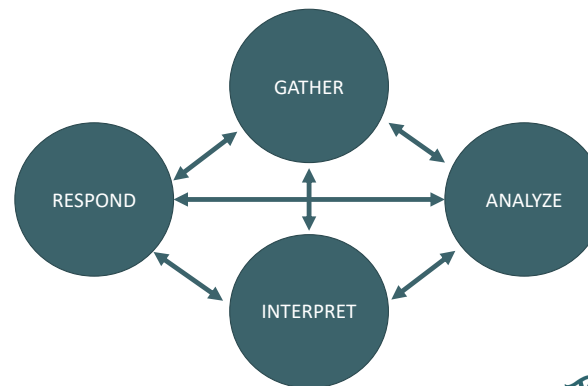
Growing our thinking

- The Wheel of Power/Privilege connects directly to Kimberlé Crenshaw's work on intersectionality.

- Revisit your responses: How might our identities impact how we engage with data? How we lead?
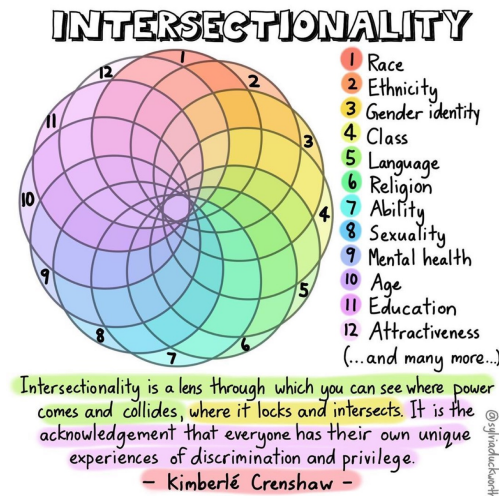
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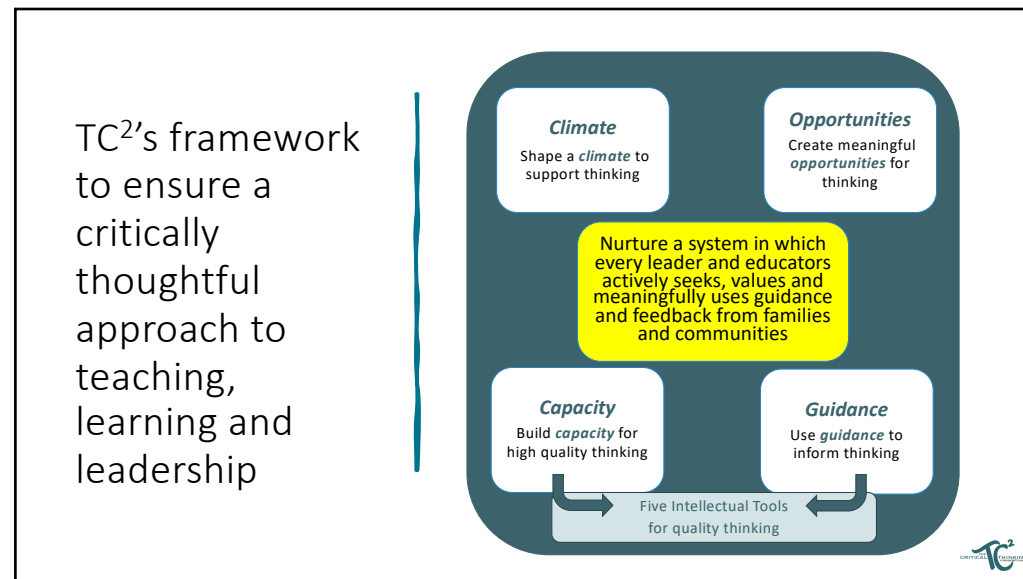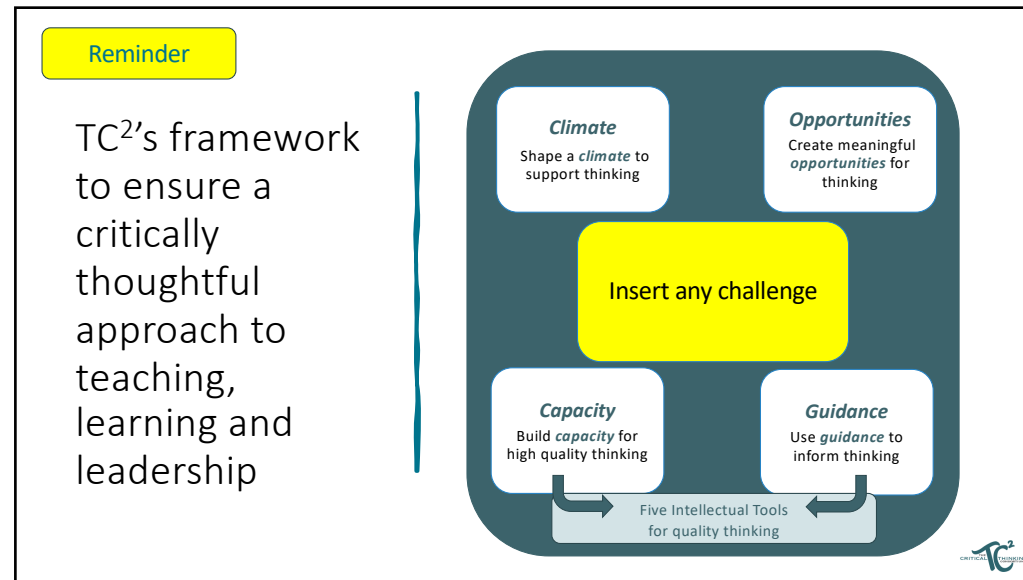
Thinking exercise to identify "high leverage actions"
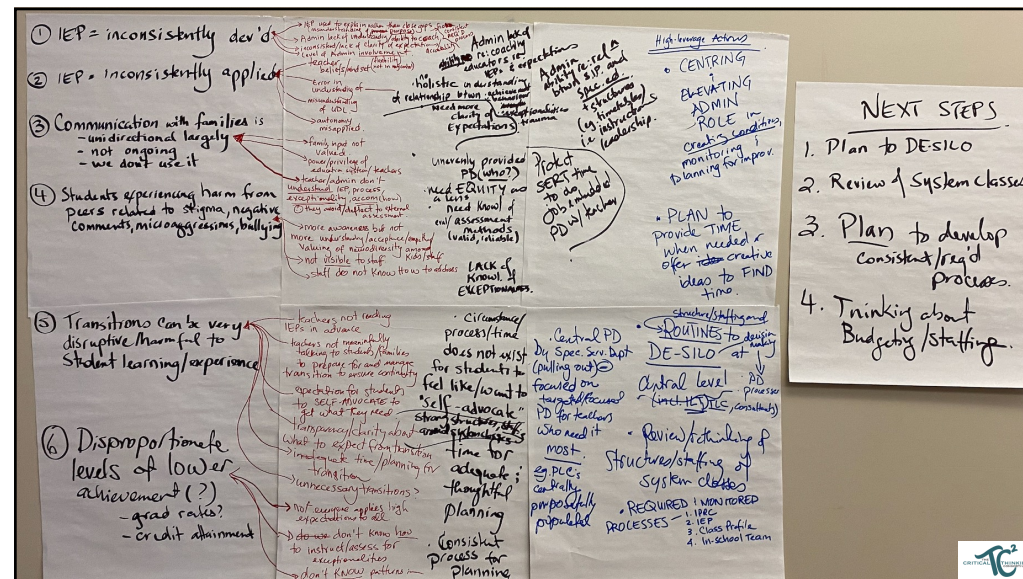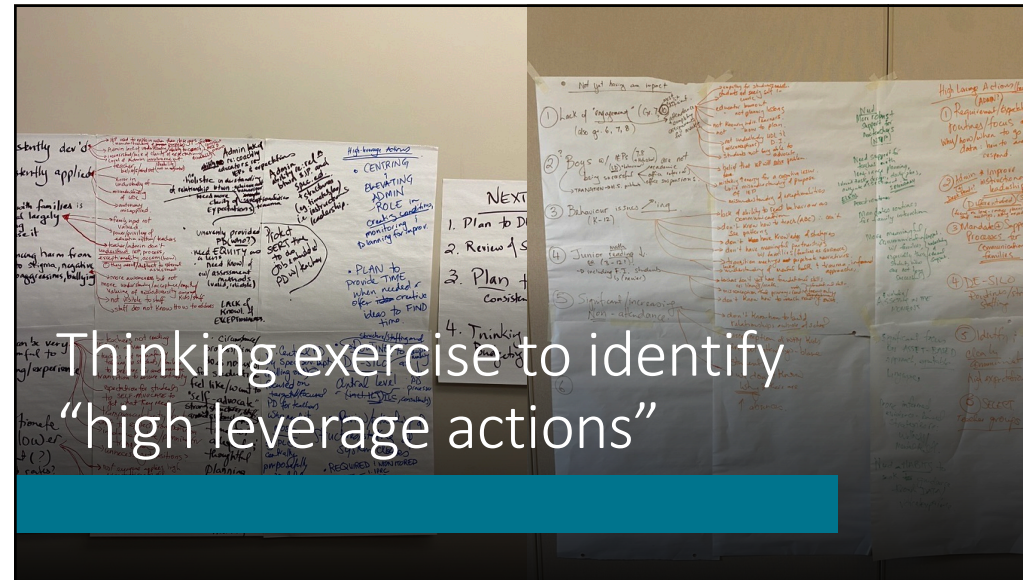
Most pressing areas of concern based on examination of data

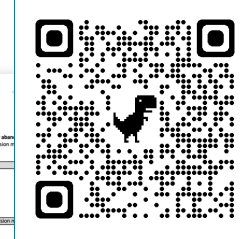| Specialized Services	Curriculum
IEPs are inconsistently developed	Lack of "engagement" (Gr 6, 7, 8) – attendance, completing assignments
IEPs are inconsistently applied	
Communication with families is: largely unidirectional, not ongoing, not used	Boys with IEPs (LD/behaviour; 7-12) are not achieving success (academic, office referrals, suspensions
Students are experiencing harm from peers related to stigma, negative comments, microaggressions, bullying	Behaviour issues are increasing across all grades
Transitions can be very disruptive/harmful to learning/experience	Low achievement in math and reading – grade 3-12, including FI students.
Disproportionate levels of lower achievement (grad rates, credit attainment)	Significant increase in non-attendance

High leverage actions

Specialized Services	Curriculum
Centre and elevate admin role in creating conditions, monitoring and planning for improvement.	Requirements/expectations/routines for admin to focus on why/how/when to go to data & how to analyze and respond
Plan to provide time when need or offer creative ideas to find time.	Improve instructional leadership by admin and dept heads (focus on long-range planning, leading staff meetings, setting expectations, data (see above).
Create routines/structures systems to de-silo decision making and PD processes centrally (include ILT, TLC, consultants)	Mandated and supported processes for communication with families
Review/rethink structures/staffing of system classes	De-silo routines, structures and staffing
Develop required and monitored processes: 1. IPRC; 2. IEP; 3. Class profile; 4. In-school team	Identify and clearly communicate high expectations
	Select teacher groups intentionally and strategically for PD.

Reminder

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

Climate
Shape a *climate* to support thinking

Opportunities
Create meaningful *opportunities* for thinking

Insert any challenge

Capacity
Build *capacity* for high quality thinking

Guidance
Use *guidance* to inform thinking

Five Intellectual Tools for quality thinking

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

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Nurture a system in which every leader and educators actively seeks, values and meaningfully uses guidance and feedback from families and communities

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Use *guidance* to inform thinking

Five Intellectual Tools for quality thinking

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Revisit your Thoughtbook: What might you add or change?

Share a principle and/or a corresponding step, action or practice

Next steps on our path of inquiry

- How and what are you learning from your students?
- What is most challenging about engaging meaningfully with student voice?
- What principles might guide us in making decisions about meaningfully engaging with student voice?
- What are the data literacy competencies required to thoughtfully engage with student guidance and feedback?
- What might it look like and sound like to learn from and think collaboratively with students?
- How might you nurture a system in which every leader and educators meaningfully engages with student voice and agency?

Thank you!

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