

Excellence, Equity and Wellbeing: Making It Real



Leadership Habits

“The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low, and achieving our mark.”

- Michelangelo



You...

You make the difference!

You change lives!



What Do Our Children Need?

- **to be successful**
- **to feel valued**
- **to be well**

and...what does this mean for our education system?



Wellness

Excellence

Equity



Change Drivers for Equity

- **Identity and Pride of Place**
- **High Quality Teaching and Culture**
- **Parental and Community Involvement**

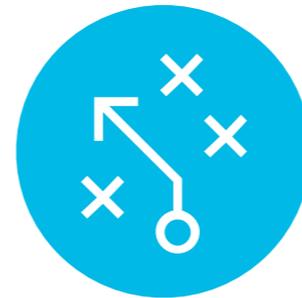


Goals for Education



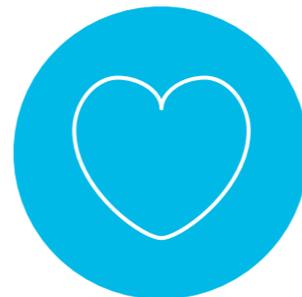
The 6Cs: Deep Learning Progressions

Creativity



Critical Thinking

Communication



Character

Citizenship



Collaboration

NPDL Global,
M. Fullan & J. Quinn



Education

“ We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”

Alan Luke)



What If We Believe:

- 1. Every child deserves his/her best future?**
- 2. Every child can learn and is capable of success?**



What If?

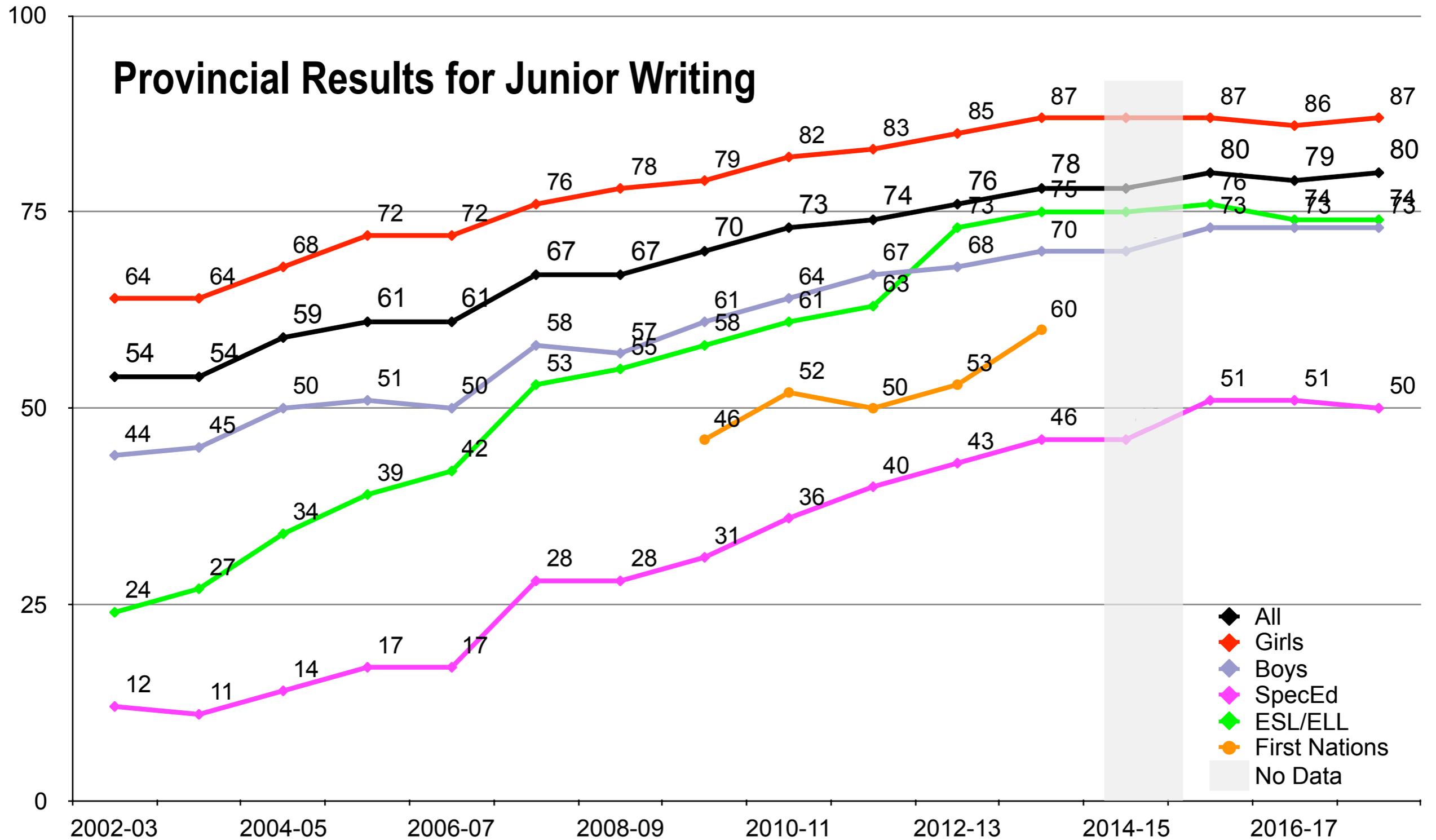
We ran our classrooms and schools based upon these beliefs?

What would that look like?

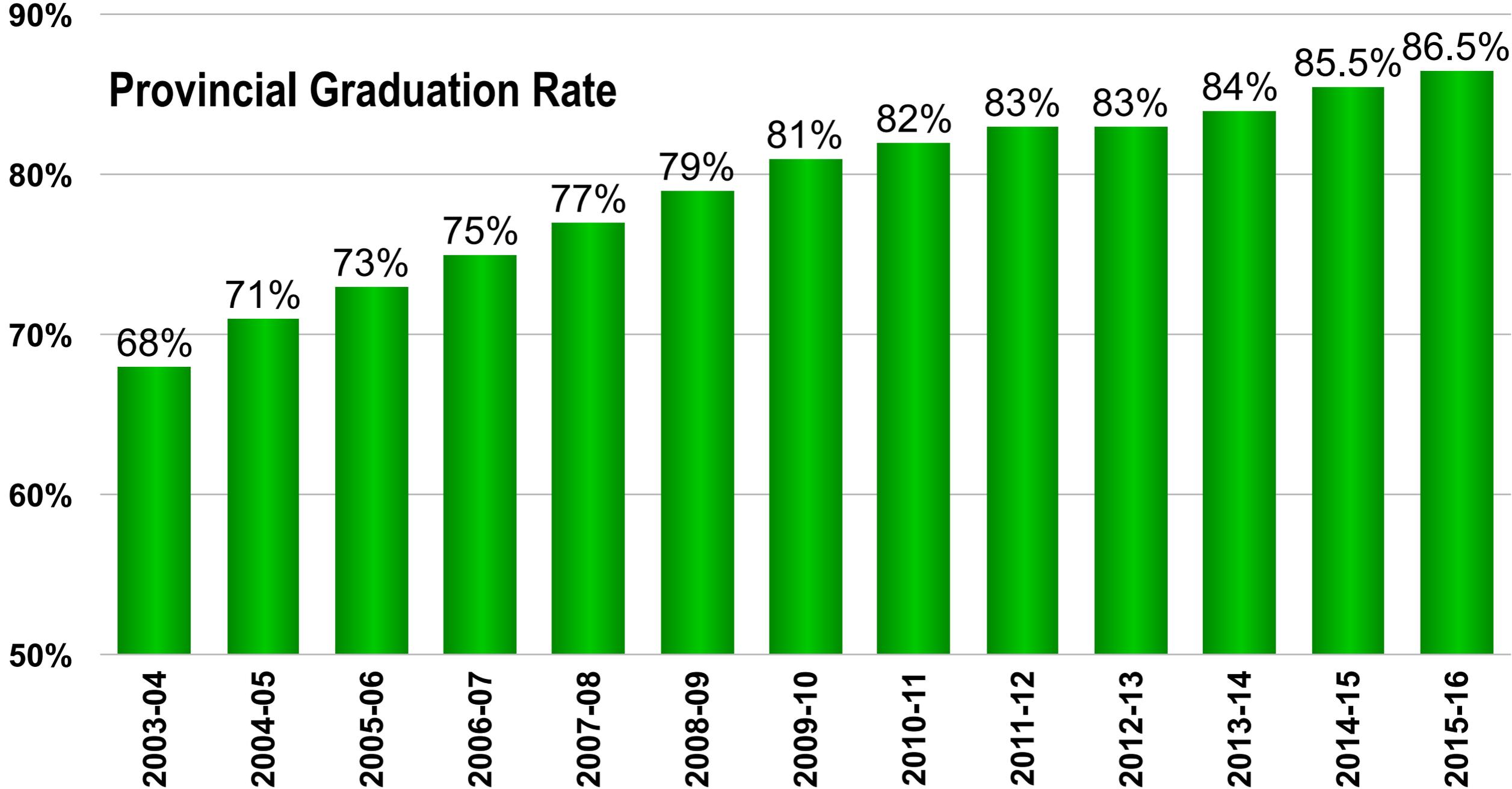
What would change?



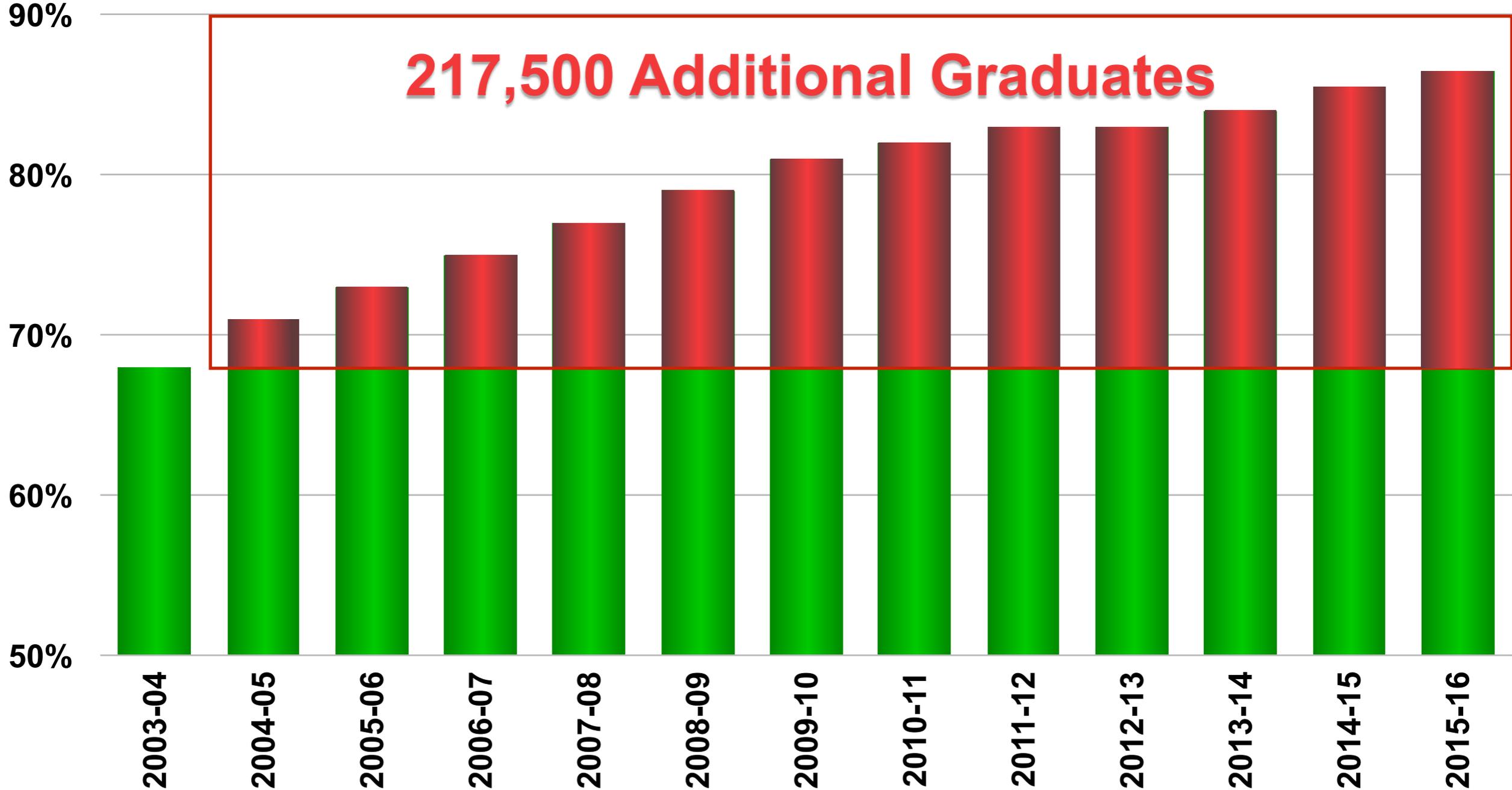
Mobilizing Data and Effective Practices



Provincial Graduation Rate



Provincial Graduation Rate



Corona Norco Unified, California

- **Enrolment:**
 - **54,000 Students**
 - **52% Hispanic**
 - **30% White**
 - **9% Asian**
 - **6% African American**
 - **49 home languages**



Corona Norco Unified, California

- **Outcomes:**

- **ELA proficiency:**

- Hispanic students:**

- 28.2% to 54.2% (10 years)**

- **Math proficiency:**

- Hispanic students:**

- 32.4% to 54.6% (10 years)**



A Quote...

“We are improving each year.
People are getting smarter.
We are starting to think school
has potential!”

- Ontario elementary student 2010





A Student's Voice:

“Education is not just about gaining knowledge from a textbook but taking action by applying our knowledge to make an impact.”

- Ontario secondary student, Minister's Student Advisory Council Representative, 2014

Mary Jean Gallagher



Change Drivers for Schools and Systems

Wrong Drivers

Accountability

Individual Quality

Technology

Fragmentization

Right Drivers

Capacity Building

Collaborative Work

Pedagogy

Systemness



It's About Instructional Practice!

“The quality of classroom practice that a child encounters has unmatched potential with respect to influencing student learning and achievement. What teachers are doing in classes with students on a daily basis has the greatest potential to influence the academic outcome for students. The more challenged students are in social capital terms, the more true this is.”

(Katz & Dack, 2013)



And...

- **Principal leadership is second only to classroom teaching in terms of impact on student learning and achievement.**
- **The social capital context holds here as well with “principal effects on teacher outcomes being greater in disadvantaged schools”.**

(Leithwood et al.) (Grissom)



“The greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximize the effect of their teaching on all students in their care.”

John Hattie, 2015



“Professional expertise is acquired through persistent action, reflective feedback, and continuous improvement.”

“Teachers and other education leaders systematically collaborate to improve the learning experiences and achievement of all students.”

Call to Action Bringing the Profession Back In
M. Fullan & A. Hargreaves



How Do We Lead This Change and Impact Student Learning ?

- **High expectations of our students and what they can do.**
- **High expectations of ourselves - teachers, principals, system leaders.**
- **Increased precision in our work: using evidence and research to inform and make changes in our daily work and decisions.**



Change in a school:

- **culture**
- **people**
- **content**
- **process**



The Coherence Framework



Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015



Continuous Improvement

- **An iterative process**
- **Changing “the work on the student’s desk”**
- **Increasing the precision at every level**
- **Leading from the middle**
- **Building a learning culture**



Thank You

Mary Jean Gallagher



Mary Jean Gallagher

maryjean@mjgallagher.ca

Mary Jean Gallagher & Associates
Windsor, Ontario, Canada



