

## Strategies for Whole System Change

1. What are the dimensions of each strategy?
2. What are the barriers to realizing each strategy?
3. How might you move forward with each strategy?

<p><b>PROFESSIONAL CAPITAL</b></p> <p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>• Co-learning to continuously build human, social, decisional capital</li> <li>• Building action research together from practice↔research</li> <li>• Sharing and distributing leadership at all levels</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Shifting from an individualistic, competitive culture to a deliberately developmental and whole system growth mindset</li> <li>• Building respect for the profession</li> <li>• Developing relationships with all stakeholders to continuously advance instructional leadership training of aspiring and experienced school leaders</li> </ul> <p><b>How to Move Forward</b></p> <ul style="list-style-type: none"> <li>• Share and distribute leadership at all levels.</li> <li>• Position the school leader's role as pivotal to creating conditions for co-learning focused on success for all students</li> <li>• Develop relationships with all stakeholders to continuously advance instructional leadership training of aspiring and experienced school leaders</li> </ul>	<p><b>ROLE OF SCHOOL LEADERS</b></p> <p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>• Creating a culture of (and conditions for) learning</li> <li>• Develop as lead learners and co-learners working with teachers to increase success for all students</li> <li>• Facilitate shared, distributed leadership focused on a growth mindset (while diverting distracters)</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Supporting the knowledge and skills gap of principals becoming lead learners</li> <li>• Building awareness about the cultural shift of 'me' to 'we' and how supporting a system growth continuum impacts student achievement</li> <li>• Making the profession attractive given projected retirements, support needs, succession planning</li> </ul> <p><b>How to Move Forward</b></p> <ul style="list-style-type: none"> <li>• Create learning networks, clusters, etc. across an association for members to learn from and support each other</li> </ul>
<p><b>NEW PEDAGOGIES FOR DEEPER LEARNING</b></p> <p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>• Differentiating, individualized learning that may be project based, cross-curricular (inquiry-based learning)</li> <li>• Connecting 'global classroom' opportunities both inside and outside the school</li> <li>• Creating and innovating aspects of education that honour individual learning styles</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Aligning school improvement initiatives and external reviews with the development of new pedagogies</li> <li>• Shifting beliefs and understandings from traditional to new, innovative pedagogies</li> <li>• Resolving challenges for supporting learning opportunities beyond the classroom</li> </ul> <p><b>How to Move Forward</b></p> <ul style="list-style-type: none"> <li>• Invest in 'upskilling' everyone at all levels</li> <li>• Develop and implement shared and distributed leadership to support new pedagogies linked to specific system culture and student needs</li> <li>• Build network, clusters within systems and link purposefully outside the system</li> </ul>	<p><b>LEADERSHIP FROM THE MIDDLE</b></p> <p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li>• Creating networks of school learning from each other</li> <li>• Achieving district coherence and system improvement (common language, 'talking the walk', 'walking the talk')</li> <li>• Resourcing support for teacher and lead learner instructional leadership development</li> </ul> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>• Creating a learning culture with system development support that drives coherence (Director of Education expectations to support principals who as lead learners create conditions for co-learning with teachers to affect school and district improvement)</li> <li>• Bringing all principals together and/or districts supporting school to school job shadowing, staff development</li> </ul> <p><b>How to Move Forward</b></p> <ul style="list-style-type: none"> <li>• Cultivate conditions for shared, distributed leadership across schools, between districts, and learning from other systems</li> <li>• Create shared beliefs and understandings across the system in the moral imperative of supporting success for all students</li> <li>• Support capacity building with shared interests and collaboration opportunities between school leadership associations</li> </ul>