

Leading Student Achievement: Networks for Learning Symposia Speakers' Index (2005-2011)

The Honourable James K. Bartleman, Lieutenant-Governor of Ontario 2002-2007
(January 2007)

Closing Address: In this address, the Lieutenant-Governor describes his connection with teaching and teachers, his experiences with racism, and the positive impact of reading on the path his life has taken. Discussing his work as Lieutenant-Governor, he focuses on what he has learned about the plight of Aboriginal people in northern Ontario and talks about the initiatives he has undertaken to address their situation.

Carmel Crévola, International Literary Consultant, Author, and Researcher
(August 2006)

Breakthrough: Redesigning Classroom Instruction to Transform Learning: This presentation is based on the material in *Breakthrough*, the book Carmel Crevola has undertaken with Michael Fullan and Peter Hill. In the presentation, Crevola outlines the guiding principles at the centre of *Breakthrough* thinking, describes the *Breakthrough* framework, and stresses the importance of moral purpose in education. She also explains the 'Triple P' *Breakthrough* components: personalization, precision, and professional learning.

Lorna Earl, Educational Consultant, Author, Director of Aporia Consulting Ltd.; recently retired Associate Professor in the Theory and Policy Studies Department; and Head of the International Centre for Educational Change at OISE/UT
(June 2006)

Leading Schools in a Data-Rich World: Lorna Earl and Steven Katz introduce the themes explained in their book, *Leading Schools in a Data-Rich World: Harnessing Data for School Improvement*. They talk about the role of data in constructing knowledge useful in improving schools and resulting in improved outcomes for students.

Michael Fullan, Author, Educator, and Consultant; Special Advisor to the Premier and Minister of Education of Ontario; and Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). (April 2005)
(May 2007)

What's Worth Fighting for in the Principalship: In the 2005 presentation, Michael Fullan reviews the ten guidelines in the book, *What's Worth Fighting For in the Principalship?*, outlines six current fundamental issues in education, and defines 'school capacity'.

Turnaround Schools/Turnaround Systems: In the 2007 presentation, Fullan highlights a number of 'newish' concepts that underpin successful educational reform and describes six key insights regarding successful change. He also touches on the topics of tri-level reform and the principalship.

Mary Jean Gallagher, Chief Student Achievement Officer, The Literacy and Numeracy Secretariat (**May 2009**) (**October 2009**)

May 2009: Mary Jean Gallagher states in her presentation that the strategy of the LSA project has proven to be one that is effective and will continue for a 5th year. She also explains that the focus of education in Ontario is K – 12, and its foundation is comprised of the Four Pillars of Student Achievement/Student Success: literacy; numeracy; program pathways and supports; and community, culture and caring. She concludes her presentation by outlining the lessons learned in Ontario, the supports and resources available, and the leadership activities in the Literacy and Numeracy Secretariat.

October 2009: Mary Jean Gallagher thanks the participants in the LSA project for the work they're doing in their schools. She also describes the importance of students having critical thinking strategies, and of improving teaching so that all students are reached. She also states that all schools need to be generating these results.

Avis Glaze, Chief Student Achievement Officer 2004-2008, Literacy and Numeracy Secretariat (**April 2005**) (**August 2005**) (**January 2006**) (**January 2007**) (**August 2007**)

April 2005: Avis Glaze defines the mission of The Literacy and Numeracy Secretariat and outlines the key strategies of the Secretariat.

August 2005: Glaze describes the focused work that leads to concrete improvements in education.

January 2006: Glaze celebrates the gains that have been achieved in the Leading Student Achievement: Our Principal Purpose project and highlights those areas still requiring improvement. She also reviews the skills involved in being an effective principal.

January 2007: Glaze outlines the signs of progress and stresses there is still much to be done in terms of improved achievement in literacy and numeracy. She notes that equity of outcome will be a major focus in coming years. She also highlights the steps involved in transforming an organization and reviews the characteristics of a professional learning community.

August 2007: Glaze describes six components of instructional leadership and the seven claims about successful school leadership developed by Kenneth Leithwood. She reviews the nine key strategies of The Literacy and Numeracy Secretariat, presents the signs of progress, and sets the stage for moving forward. She also focuses on professional learning communities as the means by which schools can maintain a momentum of progress.

Gayle Gregory, Educational Consultant (**August 2007**)

Teacher Teams That Get Results: This interview with Gayle Gregory is based on her presentation at the August 2007 symposium. The presentation itself was based on the publication, *Teacher Teams That Get Results: 61 Strategies for Sustaining and Renewing Professional Learning Communities*, developed by G. Gregory and L. Kuzmich.

Victoria Hemming, Chief Assessment Officer, EQAO (**May 2007**)

Using EQAO Data and Resources to Inform Practice: In this presentation, Victoria Hemming provides information on the use of EQAO data and resources to inform practice in schools.

Sue Jackson, Learning Coordinator, Thames Valley District School Board (**August 2005**)

Literacy Fundamentals: In this presentation, Sue Jackson and Judy Speirs define literacy, discuss effective classroom practices, and highlight the main points in the *Literacy for Learning* document. They describe the ways in which principals can promote literacy and professional learning communities in their schools.

Steven Katz, Educational Consultant and Author; Director of Aporia Consulting Ltd.; and faculty member in Human Development and Applied Psychology at the Ontario Institute for Studies in Education of the University of Toronto (O.I.S.E./UT) (**June 2006**) (**October 2009**)

Leading Schools in a Data-Rich World: Refer to information under Lorna Earl.

Building and Connecting Learning Communities (October 2009): Dr. Steven Katz discusses the topic of building and connecting learning communities. He describes that it is not just about working together, but it's the kind of working together that matters.

Mary Lou Kestell, Student Achievement Officer, The Literacy and Numeracy Secretariat (**January 2007**)

Learning Mathematics for Teaching: In this presentation, Mary Lou Kestell occurred in Ontario over the last few years. They explore the characteristics of and Kathy Kubota-Zarivnij review numeracy professional development as it has effective professional learning and discuss job-embedded professional learning strategies to improve mathematics instruction and student learning of mathematics.

Kathy Kubota-Zarivnij, Student Achievement Officer, The Literacy and Numeracy Secretariat (**January 2007**)

Learning Mathematics for Teaching: Refer to the information under Mary Lou Kestell.

Ben Levin, Deputy Minister of Education, Ontario Ministry of Education, 2004-2007; December 2008 – temporary appointment to Ontario Ministry of Education as Deputy Minister (**April 2005**) (**January 2006**) (**June 2006**) (**May 2009**) (**October 2009**)

April 2005: Deputy Minister Levin highlights what has been done by the Ontario Ministry of Education and describes areas that continue to present challenges.

January 2006: Levin discusses the successes and challenges experienced by all those involved in education.

June 2006: Levin sets the context for what occurred over the past year in Ontario. He gives assurance that current initiatives in education will continue.

October 2009: Ben Levin begins by talking about what we have done well in regards to improving high school graduation rates. He then discusses the following three key points in detail: it's about supporting all students; it's about improving teaching and learning; and it's about engaging the community.

May 2009: Ben Levin begins his presentation by stating that since January of 2005, 5000 schools have changed in a number of positive ways, and that progress has been made on three goals: better outcomes, reduced inequities, and public confidence. He also points out that teacher morale is up significantly, evidenced by less attrition. He continues by describing what has proved successful and should be continued, and mentioned some challenges that require attention.

Kenneth Leithwood, Professor of Educational Leadership, Ontario Institute for Studies in Education of the University of Toronto (O.I.S.E./UT) **(August 2007) (May 2008) (May 2009) (October 2009 – Elementary) (October 2009 – Secondary) (May 2010) (September 2010) (May 2011) (October 2011)**

Taking the Project to the Next Level (August 2007): Kenneth Leithwood explains the concept of “project”, focusing particular attention on the assessment component. He outlines the objectives to guide the LSA initiatives during 2007-2008 and presents the new priorities for the project within this time frame. He provides a synthesis of the core practices of successful leaders.

What We Are Learning from the LSA Evaluation (May 2008): Leithwood describes the challenges facing Ontario educators. He reviews the goals and priorities established for the LSA project during 2007-2008 and highlights the key results from the surveys and interviews conducted during the fall and winter. He locates the priorities of LSA work within the context of other initiatives currently underway in Ontario.

LSA Project Evaluation (May 2009): Dr. Ken Leithwood explains that research data and information is knowledge about what to do, but it is left to individuals to develop the knowledge of how to do it, and that this latter form of knowledge is what LSA participants are in the process of developing. He also states that professional learning communities bring people's knowledge together, and from their dialogue, new knowledge is created and procedures are developed. Leithwood then outlines the components of the evaluation process, and his findings.

What the Results Mean for the Next Phase of the Project (October 2009 – Elementary): Dr. Ken Leithwood reminds participants of the basic goal of the LSA project and talks about the evolution of LSA priorities. He then highlights the

recommendations for this year in the LSA project, which are based on the results of the previous year's evaluation.

What the Results Mean for the Next Phase of the Project (October 2009 – Secondary): Dr. Ken Leithwood reminds participants of the basic goal of the LSA project, and talks about the evolution of LSA priorities. He then provides an overview of the key learning conditions from the LSA Theory of Action. Leithwood also describes the evaluation process of the project, and highlights the recommendations for this year.

How the LSA Project Improves Student Learning – An Evolving Theory of Action (May 2010): Dr. Ken Leithwood discusses in detail the components of the LSA Theory of Action. He describes each of the four paths and states what they have an impact on and some examples of what these look like in the classroom and school. He then presents the findings from the interim evaluation report, and his recommendations for moving the project into its 6th year.

LSA: Moving into the Next Cycle 2010-2011 (September 2010): Dr. Ken Leithwood begins his presentation by discussing the four paths presented in the Theory of Action, and emphasized the importance of the Family Path. He states that it's imperative to reach outside the school and into the home of students in order to influence parent expectations. Leithwood then describes the evaluation process which tracks achievement of the basic goal of the LSA project and the evolving strategies for its accomplishment. He also describes the recommendations that will continue from last year, and some new recommendations that have emerged as a result of the evaluation process.

LSA: Staying the Course (May 2011): Dr. Ken Leithwood begins his talk by stating that *Leading Student Achievement: Networks for Learning* can no longer be classified as a project now that it is moving into its seventh year. He then explains that there is evidence of a strong relationship between the key learning conditions and student achievement, which is shown in EQAO results, and has led to the development of the LSA Theory of Action. Leithwood suggests that when a principal is trying to do improvement work within the school, he/she should select one of the key conditions since each of the conditions have been proven to directly impact student learning and achievement. Leithwood then concludes by outlining the five recommendations he has made based on the research findings in his Interim Evaluation Report.

Moving Forward in Leading Student Achievement (October 2011): Dr. Ken Leithwood shares five recommendations based on the surveys conducted during the past school year in the video below. He also mentions that the Ontario Leadership Framework is in the process of being redefined to encompass a richer conception of effective leadership. He states that school-level as well as system-level leadership each receive attention in the areas of personal resources and school/system organizational characteristics.

Peter Levesque, PhD(c), Director of Systems and Operations, Knowledge Mobilization Works (May 2009)

Networking for Knowledge Mobilization: Peter Levesque begins his presentation with a discussion of knowledge. He goes on to describe the complex process of knowledge mobilizations, which is making what we know ready for service or action to build value. He discusses the difficulties faced with knowledge mobilization, and that the solution is the creation of networks, and the evolution into a learning organization.

Ruth Mattingley, Senior Executive Officer, Literacy and Numeracy Secretariat (June 2006)

Keynote Address (June 2006): Ruth Mattingly restates and reaffirms the goal of the initiative, “Leading Student Achievement: Our Principal Purpose”. She explains the roles of the ‘Professional Learning Community’ and the Literacy and Numeracy Secretariat in working towards the achievement of this goal.

The Honourable Dalton McGuinty, Premier of Ontario (April 2005)

In this address, Premier McGuinty presents the need for the Ontario government and school leaders to re-gain the trust of Ontario citizens in their public school systems. He shares some of the progress that has been made and the challenges that remain. McGuinty points out that testing is the only concrete way to show growth in the education system and asks that principals work with government officials to achieve the goal that 75% of students reach the provincial standard in literacy and numeracy.

Maureen McKenna, Consultant (May 2007)

Appreciative Inquiry: Maureen McKenna and Nancy Nightingale deliver an overview of the process, ‘Appreciative Inquiry’ (AI). They explain the three concepts that form the underpinnings of AI, outline the change process of AI, and summarize the six principles of AI. They also provide examples of how AI has been used successfully in an educational setting.

Eleanor Newman, Senior Executive Officer – The Literacy and Numeracy Secretariat (September 2010) (May 2011)

Meeting the Challenge of Implementation (September 2010): In Eleanor Newman’s presentation she emphasizes the importance of focusing on the student, stating that principals should be concerned with student achievement, not just in their own school, but in all schools. She then directs attention to the *Instructional Core*, stating that leadership at the school, district and provincial levels needs to focus on this. She discusses the key leadership functions, and the components of the *Instructional Core*. Newman also talks about the importance of setting targets with a focus on helping every student move forward, as well as the importance of promoting collaborative learning cultures within school communities. She then references the use of the K – 12 School Effectiveness Framework in providing support for school improvement and student success.

Learning on the Road to Excellence (May 2011): In Eleanor Newman's presentation she describes at the goals of reaching every student, outlined key leadership functions, and talked about promoting collaborative cultures. She then focuses her time on discussing the instructional cores of the classroom, the school, the district, and the province.

Nancy Nightingale, Principal, AY Jackson Secondary School, Toronto District School Board **(May 2007)**

Appreciative Inquiry: Refer to the information under Maureen McKenna.

Dan Peter, K-8 Mathematics Consultant, Dufferin-Peel Catholic District School Board **(August 2005)**

Numeracy Fundamentals: Dan Peter highlights information contained in the *Expert Panel Report* and the revised Ontario Curriculum. He stresses that problem-solving is the mainstay of mathematical instruction. He also describes the critical elements of the learning environment, assessment in mathematics, and appropriate resources.

Juliette Powell, Author and Digital Media Consultant **(May 2010)**

Keynote Presentation: Juliette Powell shares her story of growing up and struggling with school as a student. She then speaks about the teachers that have had profound impact on her life and influenced where she is today. She also touched on the power of technology.

Hon. Sandra Papatello, Minister of Education, Ontario Ministry of Education, 2006 **(August 2006)**

Keynote Address (August 2006): The Minister outlines the goals on the education agenda of the government and summarizes a number of actions it has taken to improve education in the province.

Richard Sagor, Educational Consultant and Author; Educational Leadership Program Director and Professor, Lewis and Clark College in Portland, Oregon, USA; Founder of the Institute for the Study of Inquiry in Education **(January 2006)**

Conducting Action Research: Richard Sager's presentation provides a specific and detailed process for implementing an action research project in a school.

Karen Seashore Louis, the Rodney Wallace Professor for the Advancement of Teaching and Learning in the Department of Education Policy and Administration at the University of Minnesota **(February 2008)**

Linking Professional Community and Real School Improvement: In this presentation, Karen Seashore Louis explains how professional community is created and sustained. She describes the strong impact school leaders have on student learning, advocates sharing instructional leadership with teachers, explains several default cultures teachers may adopt, and provides means of addressing these default cultures.

Lucy West, Education Consultant, M²etamorphosis (**September 2010**) (**May 2011**)

Powerfully Influencing Student Achievement through Effective Feedback

(September 2010): Lucy West begins her presentation by talking about the characteristics of effective feedback, the forms of feedback, and the reasons for focusing on feedback. She then links feedback to the notion of talk in the classrooms to engage students. She believes that students need to be involved in deep discussion with one another, and participate in discourse that exposes and deepens their thinking. West then moves on to discuss the importance of listening, listening pitfalls, and moving from a culture of competition to one of collaboration.

Realities of Principal and Teacher Instructional Leadership: What are the High Level Strategies for Improving Student Learning?

(May 2011): The first portion of Lucy West's presentation focuses on robust talk being at the heart of deep and lasting student learning. She highlights three high yield instructional strategies that incorporate discourse: giving specific verbal feedback, asking worthwhile questions and teaching students self-verbalization. West raises the following question: "How do leaders determine the effectiveness of instruction?" She explains the importance of uncovering 'vital behaviours', that is, those teaching behaviours that are crucial to successful student learning and achievement. Once these vital behaviours are determined, it is imperative to support the development of these behaviours in our teachers and continually pay attention to the results. After illustrating vital behaviours, West presents a format that she has used to assist teachers in developing ways of improving student learning in their classrooms. The format she has used consists of a four step process, which has resulted in an improvement in student attendance, an improvement in the students' courage to take risks, and an improvement in student to student questioning.

Dr. Doug Willms, Director, Canadian Research Institute for Social Policy, University of New Brunswick (**October 2011**)

Student Engagement in Learning: In this presentation, Dr. Doug Willms speaks about the four drivers of learning and wellness, the levels of social outcomes of those of different socioeconomic groups based on PISA, and the achievement level in reading of Ontario students. He also discusses student engagement and the different types of student engagement as outlined in "Tell Them From Me". He concludes with speaking about inclusive schools, the role of school leaders, and what can be done at various levels within education.