

School Leadership in Complex Times

Five Ideas to Consider

University of Gavle

September 2022

Judy Halbert & Linda Kaser





NOIIE 2020 - 2022

The Roots

www.bced.gov.bc.ca

**BC Ministry of
Education - BC
Performance
Standards**



Where we are 2022



Networks **AND** Graduate Programs



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education



UBC TRANSFORMATIVE EDUCATIONAL LEADERSHIP PROGRAM



A Few Numbers

- Graduate students 2005 - 2022 1200
- Schools in BC and beyond annually since 2015
900
- Network leaders 120
- Students impacted 360,000
per year





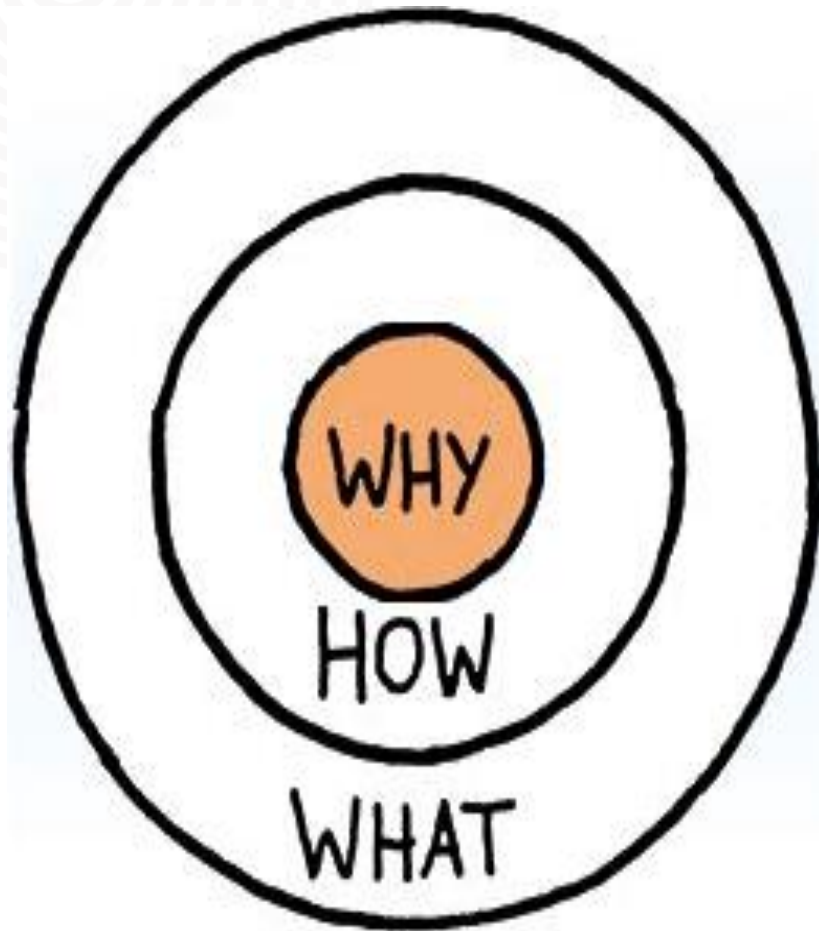
So, what are we learning?





1. Be clear on your moral purpose and set **HARD** Goals






Simon Sinek Golden Circle

The most important things for successful leaders is not **what** they do; much more important is **how** and **why** they do what they do.





Hearfelt
Animated
Required
Difficult



NOIIE GOALS **Equity & Quality**

EVERY learner
crossing the stage with
dignity, purpose and
options

ALL learners leaving our
schools

MORE curious
than when they arrive

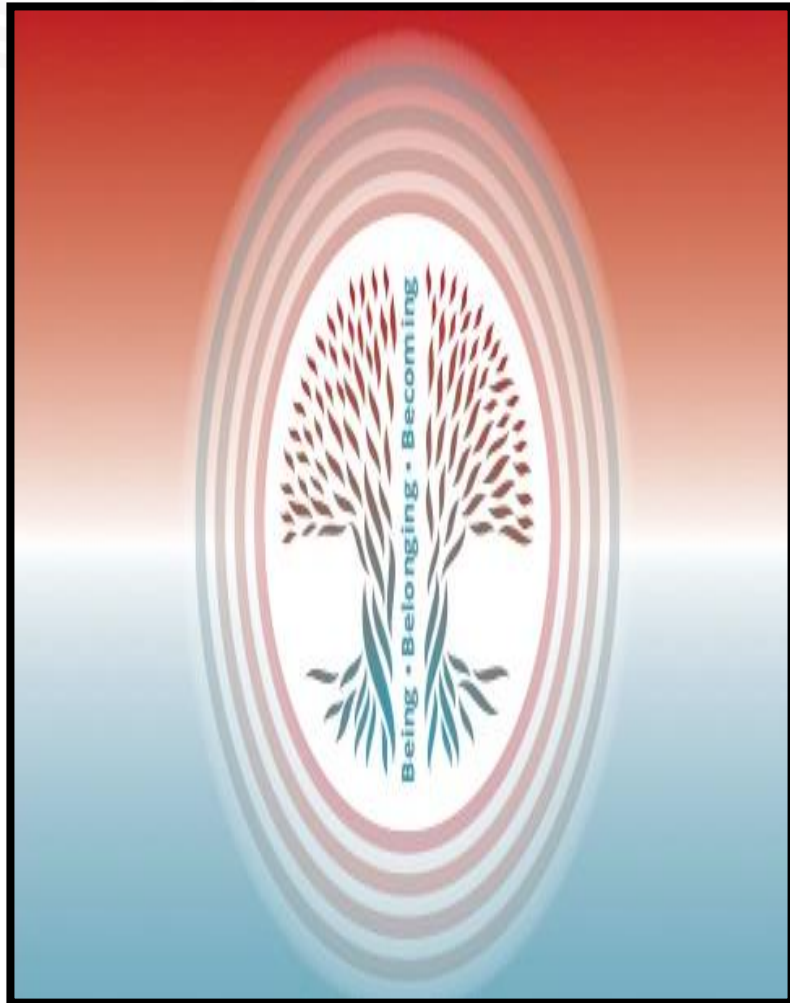
ALL learners with an
understanding of and
respect for an Indigenous
world view – and that
together we eliminate
racism in schools



2. Always Focus on Equity and Quality



Improving Transitions for Indigenous Learners



Networks of Inquiry and Innovation

Aboriginal Enhancement Schools Network

Improving Transitions for Indigenous Learners Through Collaborative Inquiry

AESN Transitions Research Report, 2016-2018

Principal Investigator: Dr. Catherine McGregor
Research Assistants: Chelsea Lake & Leah Taylor

January 2019

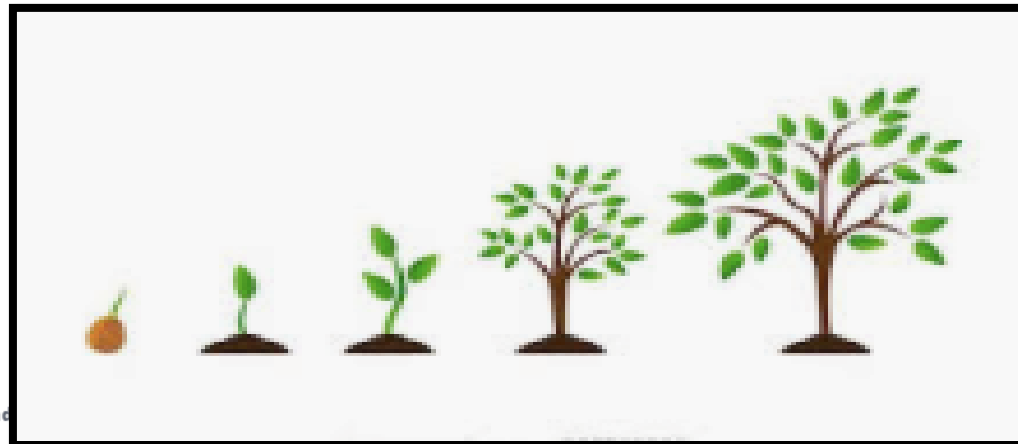
This report was prepared for the
Aboriginal Enhancement Schools Network (AESN),
a branch of the
Networks of Inquiry and Innovation (NOII),
now **Networks of Inquiry and Indigenous Education (NOIE)**

Principals: Dr. Judy Halbert and Dr. Linda Kaser

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Key Findings

Reimagine learners as engaged in a journey that isn't defined by the spaces in between – the transitions – but as part of a continuum of **being, belonging, becoming.**



Relationships

Relationships matter, and matter most.



Challenge your assumptions

Question your bias. Listen deeply.



Biases and Assumptions



<https://implicit.harvard.edu>





3. Use a **shared framework
to build coherence,
understanding and impact.**



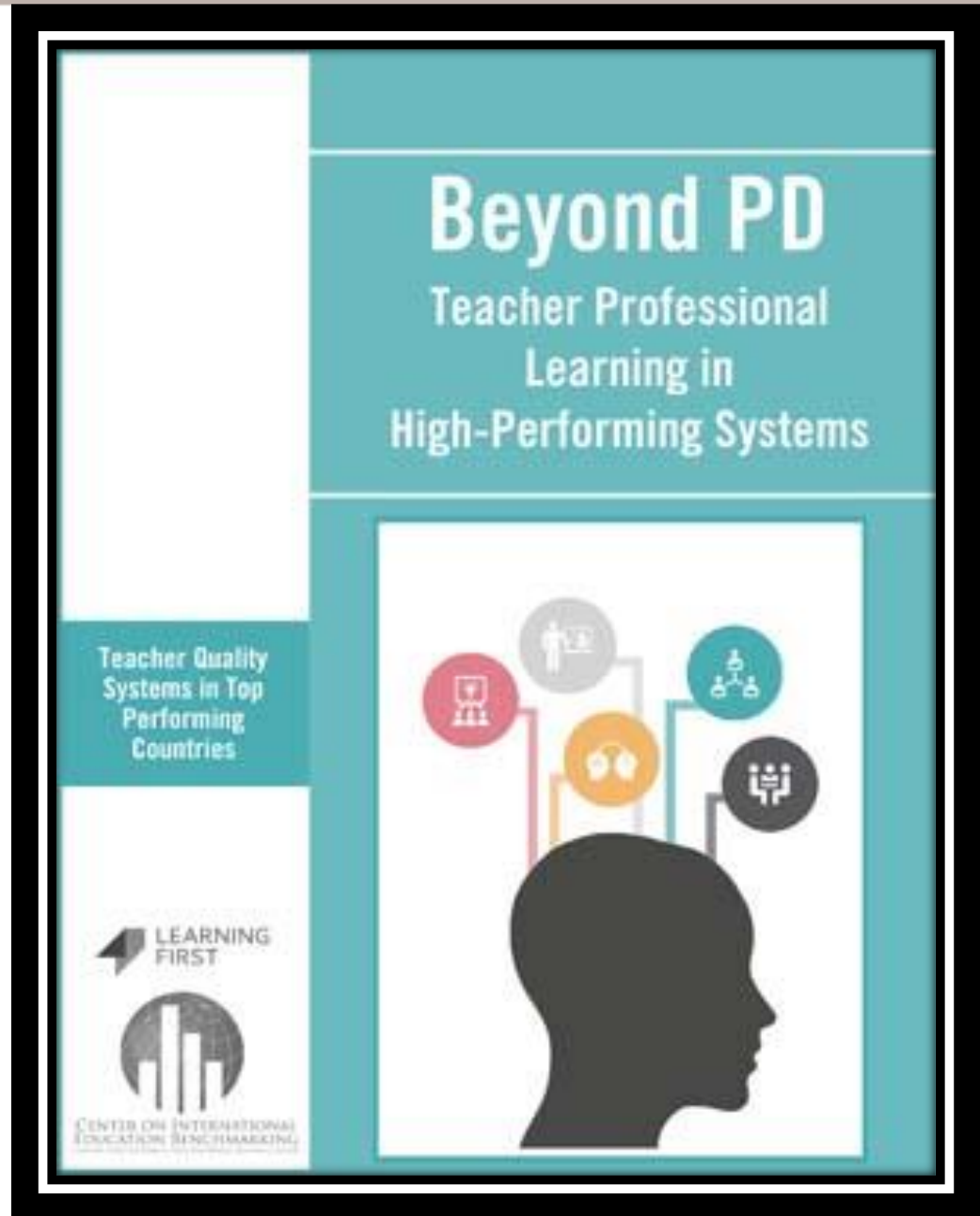


The Case for Professional Inquiry

What does professional learning look like in high performing systems?



1. Shanghai
2. Hong Kong
3. Singapore
4. British Columbia



COMMON FEATURES

Inquiry Based

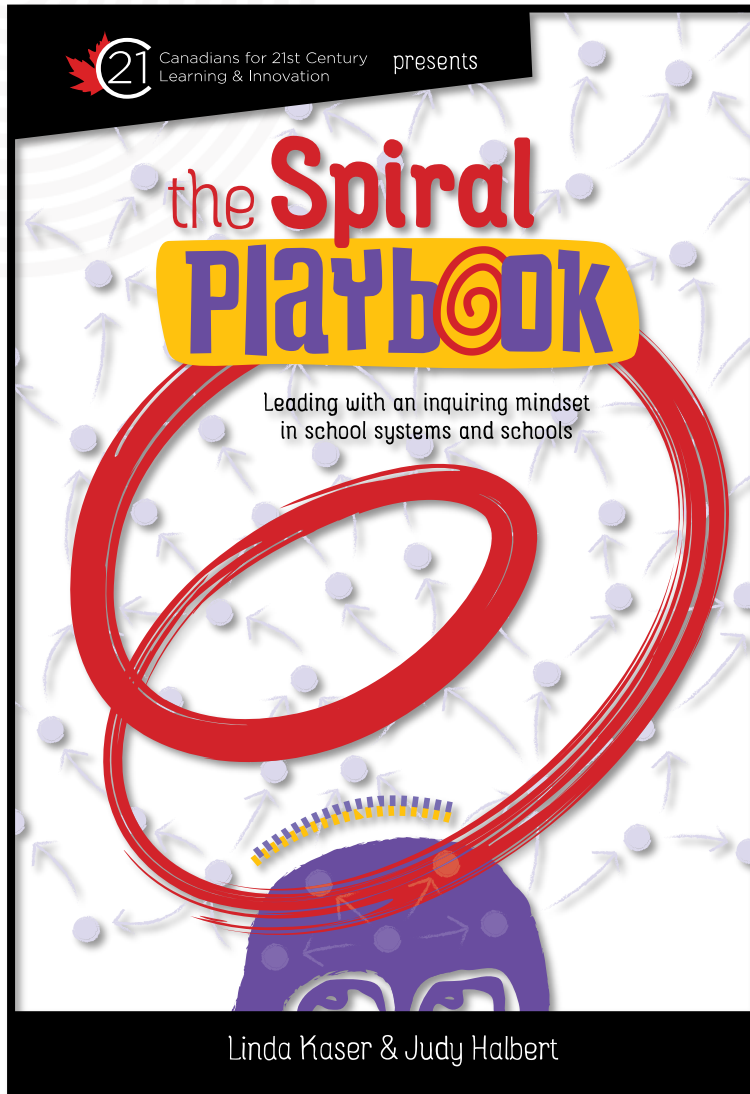
Collaborative

Linked and coherent

Professionally led

Takes place over time





A framework for
collaborative inquiry
to change
outcomes and
experiences for
learners



What's going on for our learners?
How do we know?

Scan

What's going on for our learners?

Check

How will we know we are making enough of a difference?

Focus

What will give us the biggest impact?



Act

What will we do differently?

Hunch

How are WE contributing to this situation?

New Learning

What do WE need to learn?





4. Create conditions for **curiosity** and **innovation**

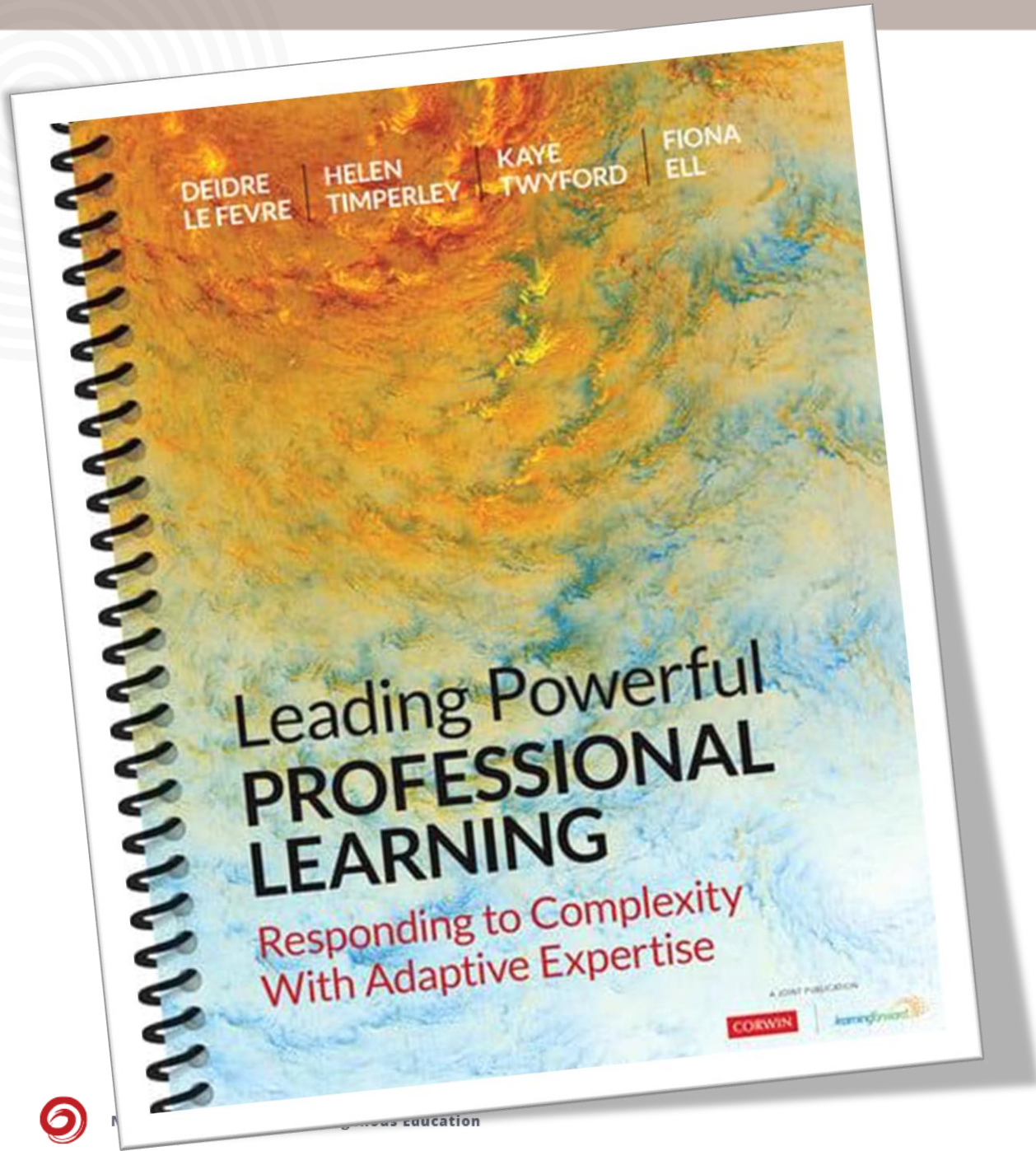


Become comfortable with uncertainty

Cwelelep

Recognizing the need to
sometimes be in a place of
dissonance and uncertainty,
so as to be open to new
learning.





DEIDRE LE FEVRE | HELEN TIMPERLEY | KAYE TWYFORD | FIONA ELL


Leading Powerful **PROFESSIONAL LEARNING**

Responding to Complexity
With Adaptive Expertise

A JOINT PUBLICATION
CORWIN | **learningforward**

Build Adaptive Expertise





Complex Problems
require
Adaptive Expertise
developed through
Collaborative Inquiry



ROUTLEDGE



10 MINDFRAMES for Visible Learning

TEACHING FOR SUCCESS



JOHN HATTIE AND KLAUS ZIERER

Be curious about
your impact.
“Assessment is
about **my** impact. I
am always asking
for feedback.”

Build trust and express vulnerability

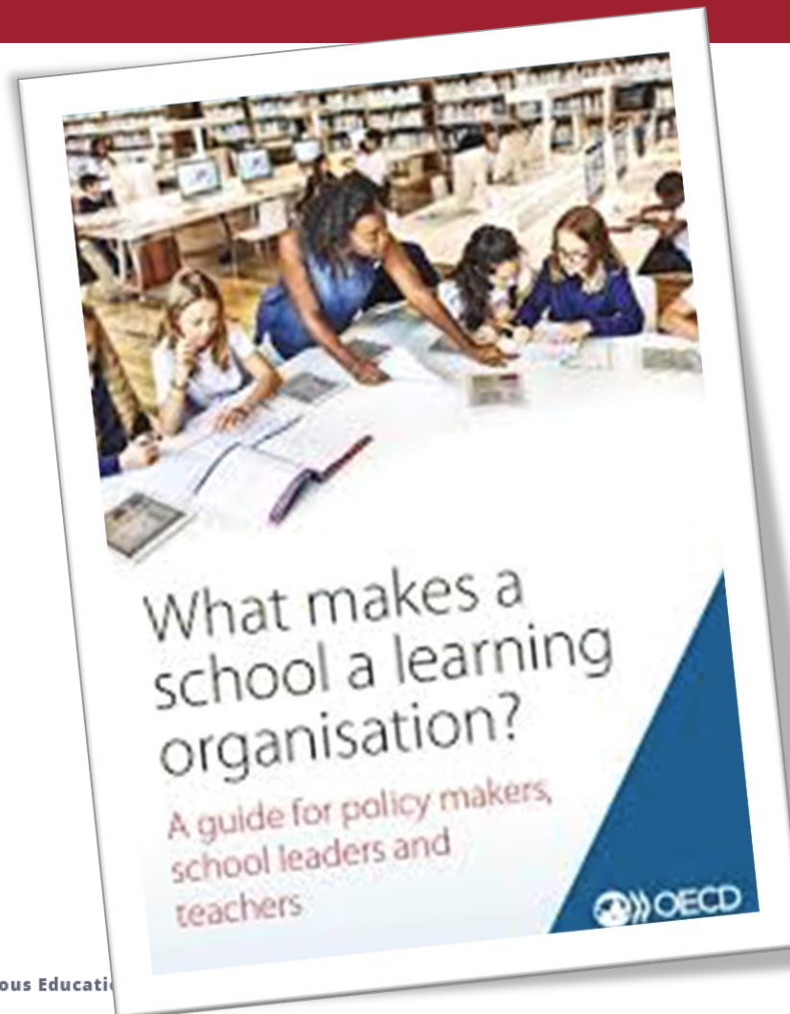
Vulnerability is not
weakness;
it's our greatest
measure of *courage*.
- Brené Brown



Make Every Professional Conversation Count



Building a Culture of Curiosity and Inquiry



5. Be Persistent **and** Take Time to Celebrate



2019 Cmolik Prize Final Results

Winning Nomination

Network of Inquiry and Indigenous Education



The NOIIE is made up of inquiry based schools, educators, and school districts in British Columbia and beyond. Using an inquiry-oriented, evidence-

based approach to learning and teaching through the Spiral of Inquiry, the Network is dedicated to:

- Every learner crossing the stage with dignity, purpose and options
- Every learner leaving our settings more curious than when they arrived
- All learners gaining an understanding of and respect for Indigenous ways of knowing

NOMINEES

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Linda Kaser, Program Lead, University of British Columbia



'Hagwilyaa'

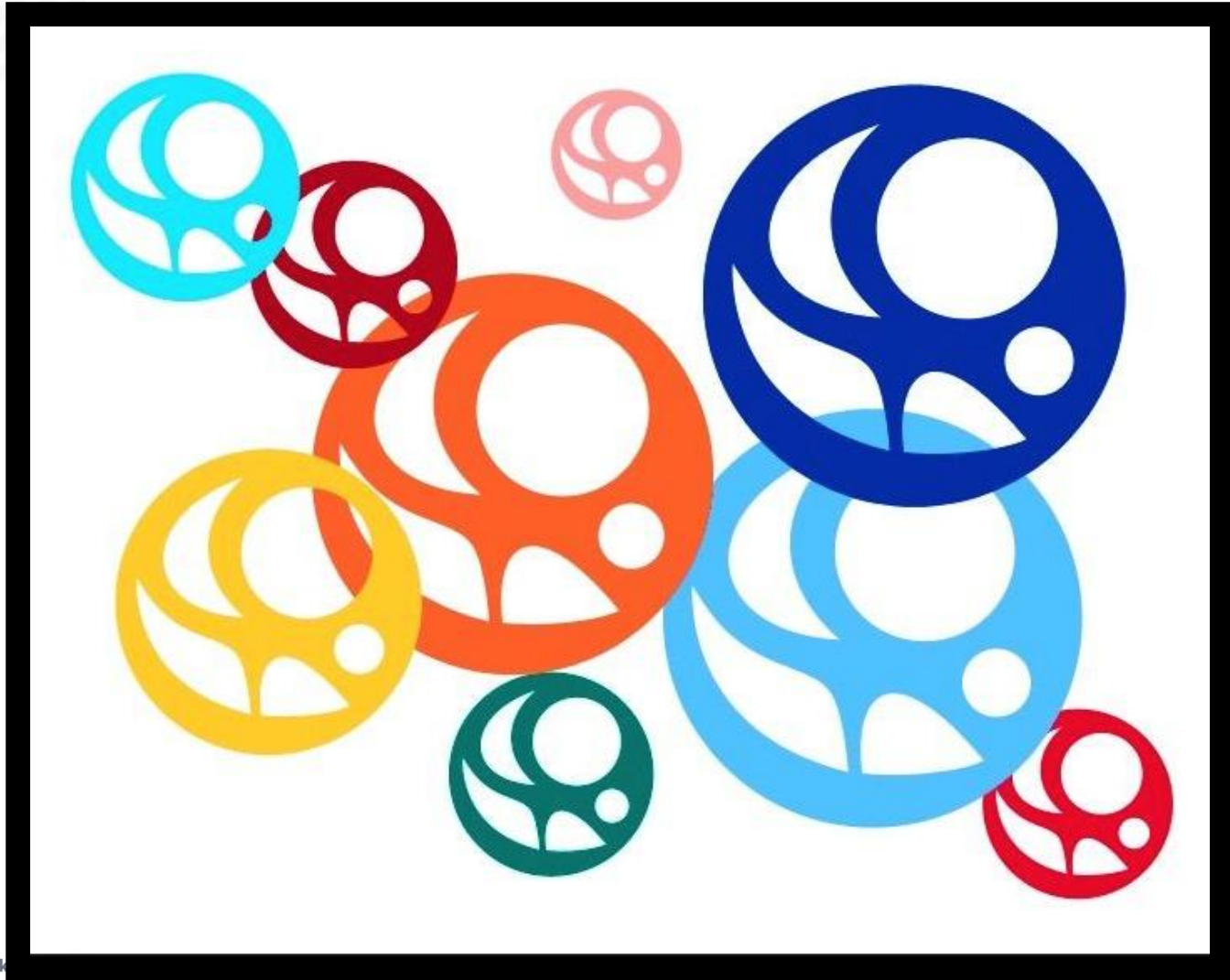
Walk slowly

Walk beside me

Be the known face



Unleash Energy





To Recap

Set hard goals

Focus on equity and quality

Use a shared framework

**Create conditions for curiosity and
innovation**

Persist and celebrate

