Creating a Culture of Continuous Change and Improvement

Shared Mission and Vision

- Defines the purpose of the school division
- Provides a point of reference for decision making
- Gains commitment from those within the division
- To gain understanding and support from those outside the organization
- Dreams in action – a picture of what we can achieve
- Fundamental Truths that underlie all effective learning

Policy Oriented Board of Trustees

- Policies that empower equity and inclusion
- Policies that support learning/achievement and professional growth
- Polices that focus on well-being

Budgets, Structures, Personnel Policies and Procedures

- Does resource allocation align with Board Priorities?
- Are curriculum expectations and system needs aligned?
- Is there planning across departments that demonstrate system alignment?
- Are resources allocated equitably or equally? How do you know?

Evidence Informed Processes

- What evidence (or data) are we using? What does it tell us?
- What are the flaws in the data that we are collecting?
- Analyzing data is only the starting point – it is not the end!
- What systemic structures need to support current data?
- Does our data lead us to strengths, next steps and where do we go next?
- Do we encourage teacher-developed assessments?
- How does observational and perceptual data support learning?

Coherent Instructional System

- Do we have common assessment procedures?
- Do we utilize common language and focus on curricular outcomes?
- Do we encourage schools to be creative with resources in response to different student needs?
- Do we have strong intervention systems for students who need an extra boost?

Leadership Development Across all Systems

- How do we provide descriptive feedback to school leaders?
- Do we ensure that our leaders have the knowledge and skills necessary to lead student learning?
- How do we ensure that school teams have knowledgeable staff? Where do they go for help?

Job Embedded Professional Development

- Do we ensure that learning continues on a consistent basis?
- Do we ensure that learning is collaborative and ongoing?
- How do we develop support mechanisms to support learning?

Relationships with Staff and Stakeholders

- How do we communicate within the system and outside the system?
- How do we ensure that our staff feel supported and not judged?
- How are system leaders learning alongside staff?
- How do we celebrate successes?
- How do we share challenges and failures to create a spirit of innovation and creativity?
- Do staff and stakeholders understand equitable resource allocations?

Seine River School Division's big other?

Critical Friends

Seine River School Division has utilized outside experts as critical friends for the Board, Senior Leadership Team and school leaders and teachers. Dr. Lyn Sharratt and Dr. Bev Freedman have supported the division in answering some of the questions and areas above.

- What is the importance of having "critical friends" work with a school division?