

# Virtual Leading and Learning in Unique Contexts



Webinar  
March 11, 2021

If you can see the  
slide and hear the  
music, you are all set.

**Welcome! We will begin shortly.**

All attendees are muted upon entry.  
Please use the chat feature for comments  
and questions during the webinar.

  
**learningforward**  
THE PROFESSIONAL LEARNING ASSOCIATION

# Thank you for joining us

**The webinar will be recorded and available.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

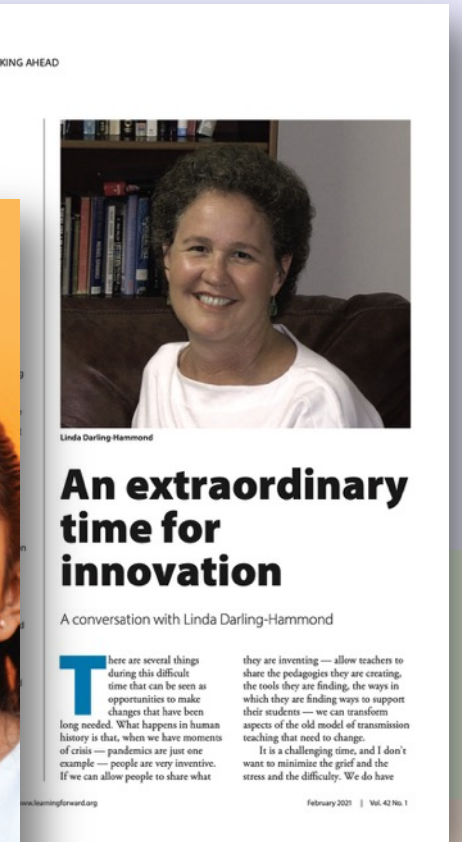
# Participants will ...

- Learn about strategies, resources, and tools to help engage vulnerable populations of students during the pandemic.
- Understand the value and importance of leadership and targeted support in unique learning contexts.
- Share questions and advice among a community of learners.



# An extraordinary time for innovation

- What are we learning?
  - Narrowing digital divides
  - Innovation among teachers
  - Finding time for collaboration
- Leveraging what we've learned
- Scanning opportunities on the horizon



# Opportunity to reflect and share

In the chat box, **please write one new practice or resource** that you are using and that will become part of your leading and learning after the pandemic recedes.

If you are willing to share a resource that you rely on, please include a title and link in the chat box.



# Virtual leading and learning in unique contexts



# Panel discussion



**Lisa Anderson**

Associate Superintendent  
Yuma Union High School  
District  
Yuma, AZ



**Denise Augustine**

Secondment to the  
Ministry of Education  
First Nations Education  
Victoria, BC



**Quincy Natay**

Superintendent  
Chinle Unified School  
District  
Apache County, AZ





# Yuma Union High School District

*Every Student -- College, Career & Community Prepared*

[www.yumaunion.org](http://www.yumaunion.org)



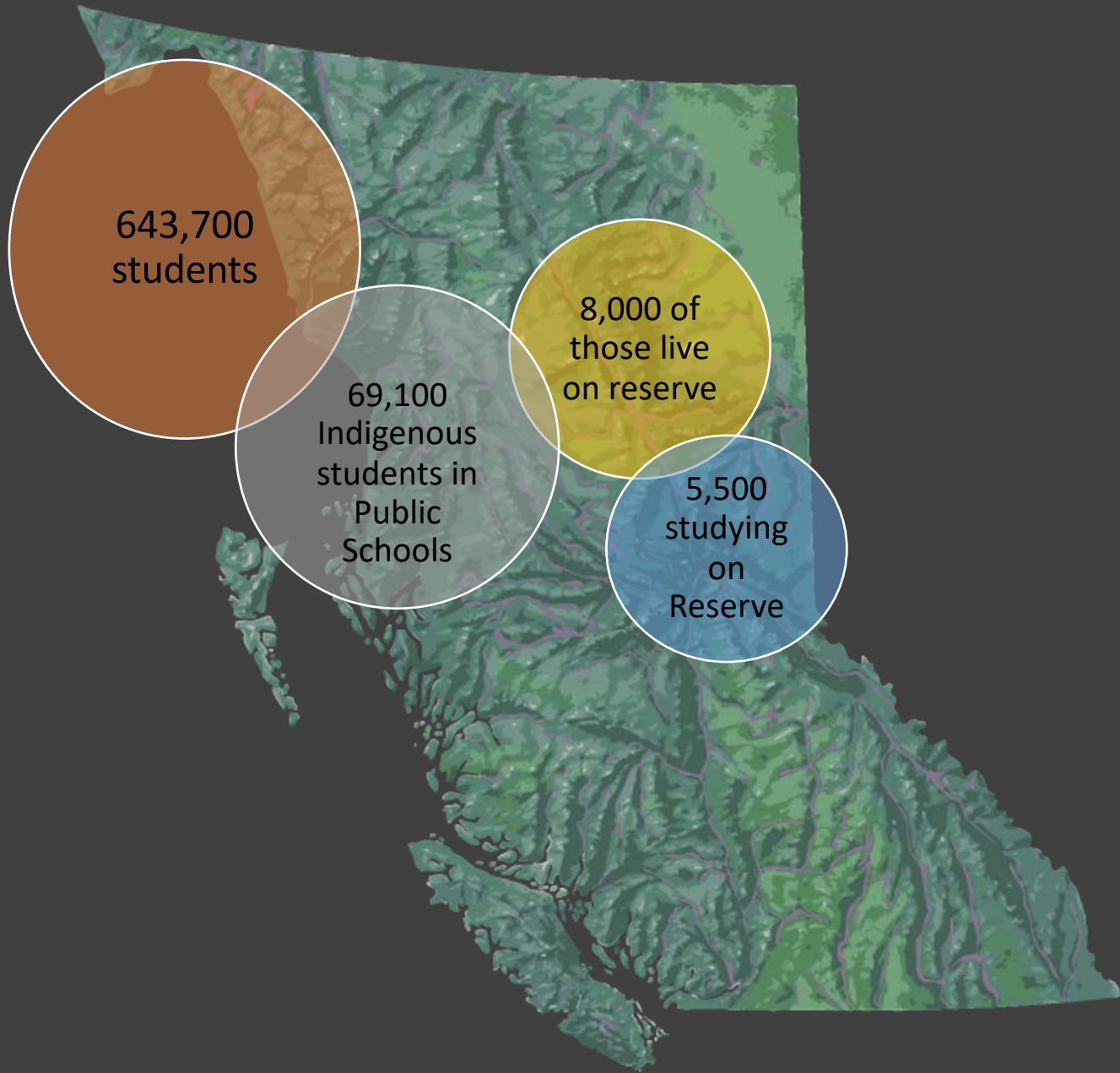
Lisa Anderson slides

**Lisa Anderson**  
**Associate**  
**Superintendent**







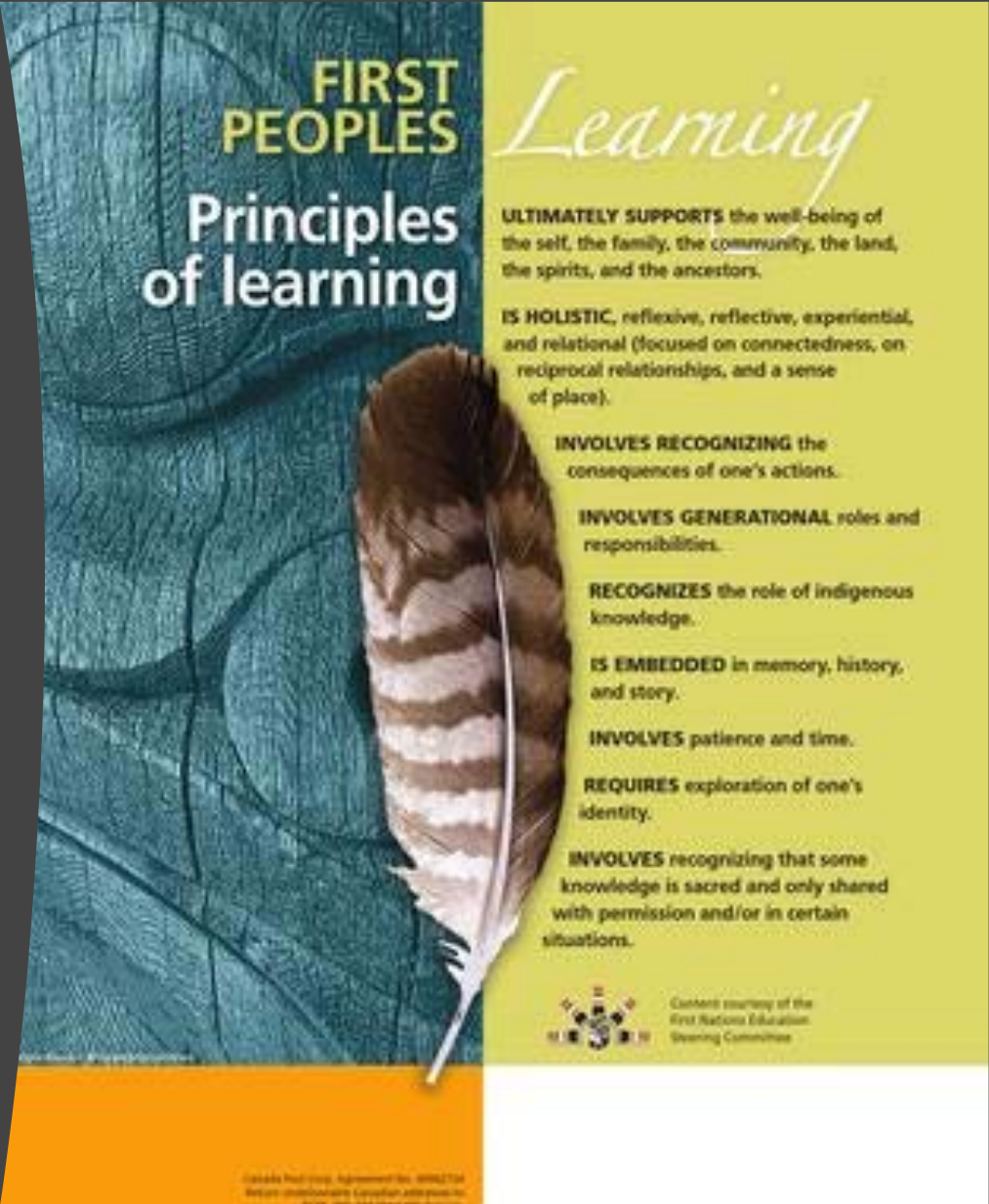


*Ashley Marston Photography*

# First Peoples' Principles of Learning

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

<https://firstpeoplesprinciplesoflearning.wordpress.com/>



**FIRST PEOPLES**  
**Principles of learning**

*Learning*

**ULTIMATELY SUPPORTS** the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

**IS HOLISTIC**, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

**INVOLVES RECOGNIZING** the consequences of one's actions.

**INVOLVES GENERATIONAL** roles and responsibilities.


**RECOGNIZES** the role of indigenous knowledge.

**IS EMBEDDED** in memory, history, and story.

**INVOLVES** patience and time.


**REQUIRES** exploration of one's identity.

**INVOLVES** recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

 Content courtesy of the First Nations Education Steering Committee

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Return to: 100-10100 Canadian Road, Suite 100, 100-10100 Canadian Road, Suite 100, 100-10100 Canadian Road, Suite 100



A composite image featuring a man in a blue jacket and glasses speaking to a group of people in a forest. The man is shown in a circular inset on the left, and a larger, semi-transparent view of the same scene is on the right. The background is a dense forest with tall trees and green foliage.

# Decolonizing Changing Results for Young Children (CR4YC)

Collaborative inquiry  
Seeking diversity in the community of practise  
Meeting in Indigenous spaces  
Reaching out to Indigenous teachers and ECE  
Learning from elders and knowledge keepers



# Improving Transitions for Indigenous Learners



**What can we learn**  
from schools that are working in  
a spirit of collaborative inquiry  
to improve transitions  
for Indigenous learners?

A 2019 report from the  
Networks of Inquiry and Indigenous Education (NOIIE)  
offers ten case studies and a wealth of insights.

## Key findings

The goal of supporting students in transition requires us to re-imagine our learners as engaged in a journey that isn't defined by the spaces between—the transitions—but as part of a continuum of **being, becoming and belonging**. (pp 15-16)

Inquiry teams sought to map solutions that came from the life experiences of their students. The primary concerns students had were about feelings of **inclusion, safety and belonging**. (p 51)

**The First Peoples Principles of Learning** drive innovative and creative thinking because they reflect a way of learning that is holistic, shared and collaborative, and that values place, culture, spirituality and community. (p 52)

**Relationships matter**, and matter most. Relationship building is the first, middle and last step in inquiry work. (p 54)

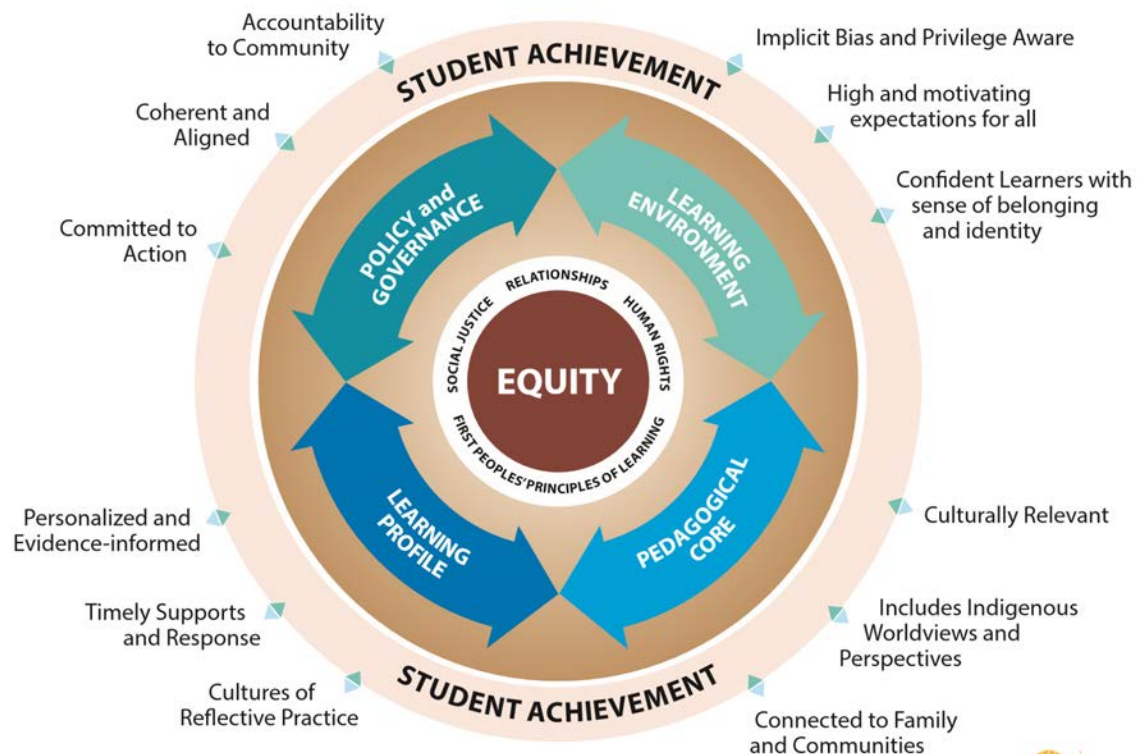
**Question your bias and privilege**. Challenge your assumptions and listen deeply to honour all learners. (p 55)

Read the full report at  
[www.noii.ca/transitions.pdf](http://www.noii.ca/transitions.pdf)



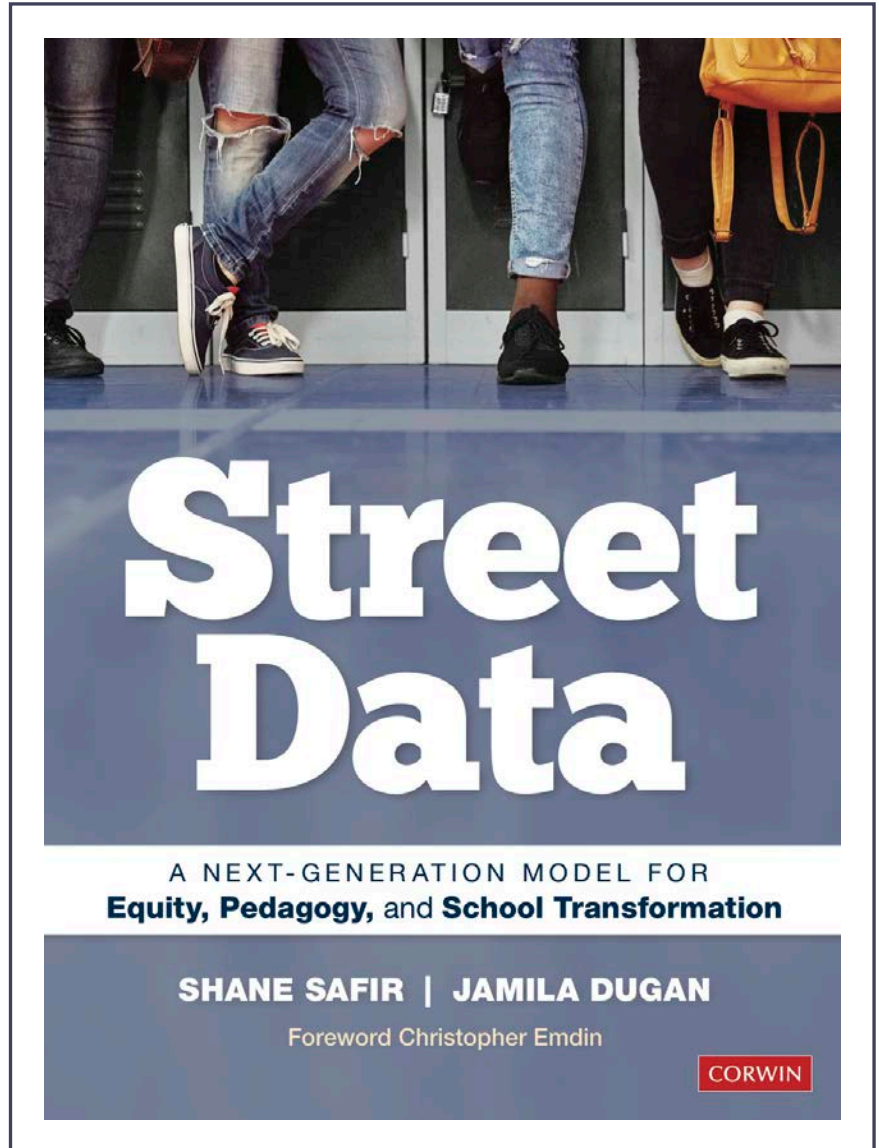
- Equity for ALL learners
- Examining structural biases
- Removing structural barriers
- Collective responsibility
- [Joe.Heslip@gov.bc.ca](mailto:Joe.Heslip@gov.bc.ca)
- [Equity in Action – Video Overview](#)
- [BC Indigenous Education Website](#)

## Indigenous Student Success





- Grounded in Indigenous pedagogy
- Culturally responsive
- Seeing learners as strong, gifted humans
- Theory and practise
- Shane Safir and Jamila Dugan



Thank you!  
Huy ch q'u

@DeniseAugustin1







# CUSD#24 COVID Response

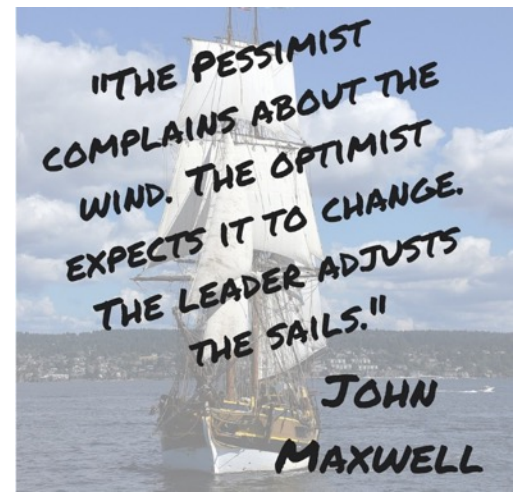
## ***STAY THE COURSE! ADJUST THE SAILS!***



### Virtual Leading & Learning in Unique Contexts

Panelist: Quincy Natay, Superintendent  
Chinle Unified School District, Chinle, AZ

March 11, 2021







# Overview

## Planning



Effective planning is in and of itself a strategy for staff support and student success

## Superintendent Role



True test of the superintendent's ability to lead second order change under extreme conditions

## Stay the Course



Selection of strategies that was grounded in our roots, best practice, and *by the people in the trenches*

## Opportunities



Being prepared to mitigate learning loss and regain a positive trajectory – Stay the Course!



2020-2021 CUSD COVID Response Process



# Planning

## Involve Staff

We *involved the staff who would be implementing the plans* in discussing and drafting the plans



## Best Practices

We had reading lists of best practices for virtual learning. *All leaders and participants read prior to planning meetings*



## Follow Through

After the plan is developed the real work begins in following through and *monitoring to hold ourselves accountable for living the plan*



## Stay Grounded

Continued the *best practices that we already had and found ways to make them effective virtually*:  
Examples: 1) Curriculum;  
2) Academic Coaches & Cluster Support for teachers



## Artifacts Required

Although the power of our planning processes really is reflected in commitment gained through garnering the input of the staff, we maintained artifacts of planning to *ensure follow through and implementation*



## Dialog – In Person & Virtual

Conducted planning through virtual and in person dialog in the interests of *common understanding and consensus*.







# Superintendent Role: “...the leader adjusts the sails...”



## Knowledge

Read, join webinars, *invest the time* and *do whatever it takes* to know what is happening with the situation



## Be involved: state, local, national

Participate actively at the state, local and national level whenever and however you can. *Let your voice be heard.*



## Optimize/Shared Leadership

You can't do it alone. Leverage the skills of others & *inspire them to accomplish things* that might initially seem not possible



## Be visible & an active participant

Be part of the planning processes, meetings and the work. Encourage and remind staff of who we are and why we exist.

This takes *time* and *commitment* beyond the regular work day/week.



## Communicate often and effectively

There is just *no such thing as over-communicating* expectations, beliefs and appreciation.



## Listen to your staff & families

People will always do more when they *are heard & valued*. They will also tend to be more engaged & supportive if they had a hand in developing the ideas.





# Stay the Course



Model Best Practices & Stay Grounded



1:1 Student to Device Ratio & Instructional Technology Solutions



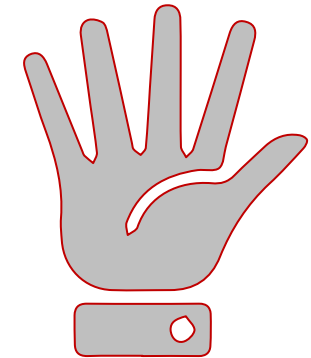
Provide Internet: Hot Spots & Kajeets



Every Student, Every Day

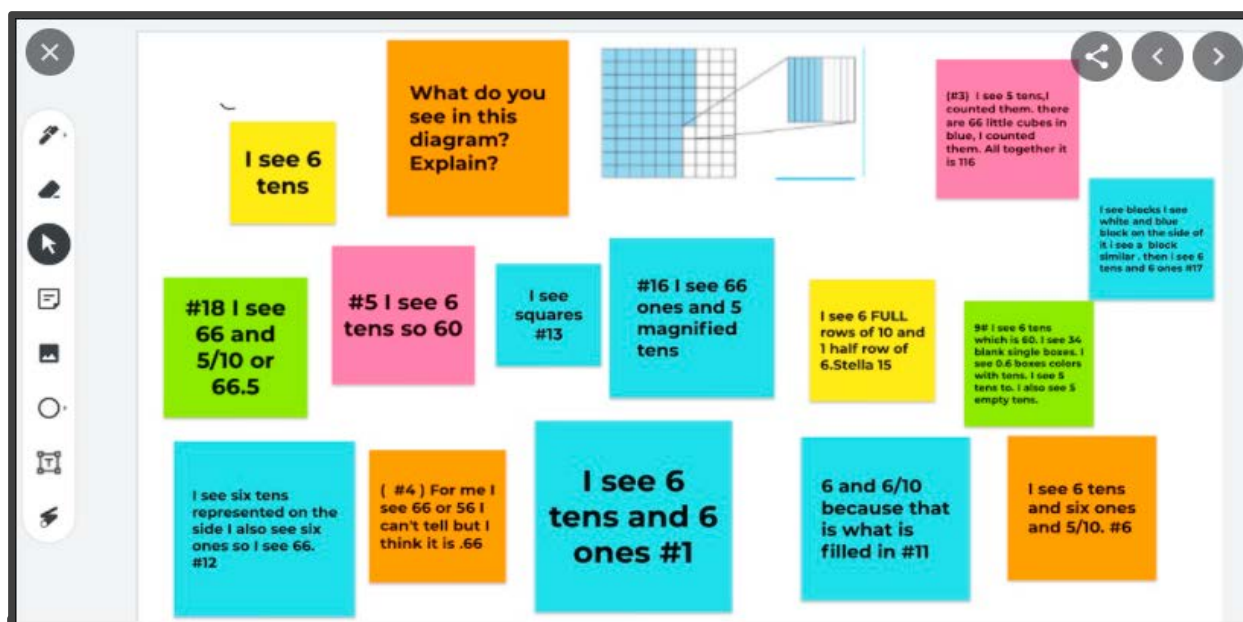


Monitor & Adjust



**5 Key CUSD Strategies in Response to COVID Conditions:**  
*Stay the Course, Adjust the Sail*

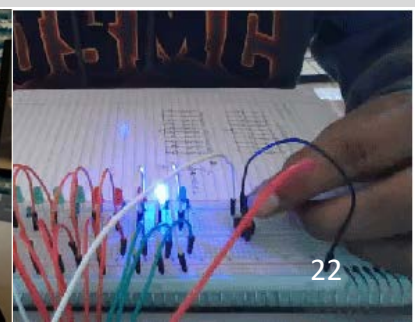




**For students with no Internet, teachers recorded lessons on jump drives to accompany paper packets**



**Below, hands on student projects for career and technical education continued from home. Also, successful teachers noted positive relationships with students and clear communication of expectations (e.g. success criteria) were key.**

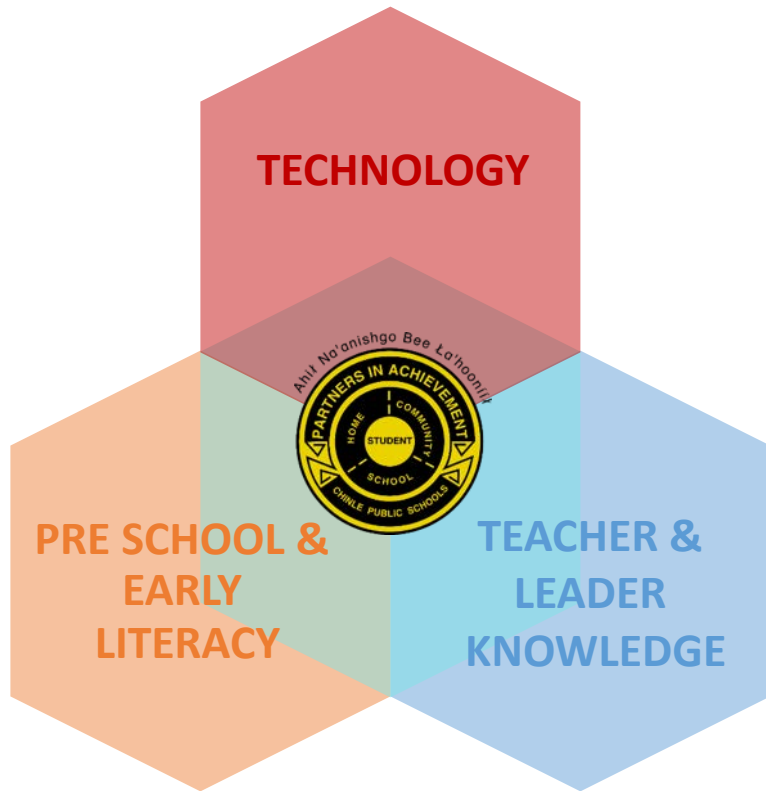


- Preparing for 1:1 –
- ✓ 12 days
  - ✓ 3,500 laptops
  - ✓ 3,500 backpacks
  - ✓ School supplies
  - ✓ 1,000 hot spots
  - ✓ 200 Ipads
  - ✓ 2,300 Why Try Journals

- Teachers leveraged engagement tools:
- ✓ Polling
  - ✓ Videos
  - ✓ Chat box
  - ✓ Emojis
  - ✓ Jamboard
  - ✓ Badges
  - ✓ Interactive Whiteboard



# Opportunities: Stay the Course, Adjust the Sail!



## TECHNOLOGY

- Continue with 1:1 student to device ratio, hot spots for families in need and Kajeets on the buses
- Continue to leverage instructional technology to support students with learning gaps and differentiation
- Continue to provide virtual opportunities when appropriate (such as use of Schoology and conferencing tools)

## TEACHER & LEADER KNOWLEDGE

- *“Everything we do after this will seem easy!”*
- Teachers have developed in their instructional capacity significantly. They can utilize technology to enhance instruction in ways we only dreamed of before
- Leaders have grown significantly in their confidence and ability to communicate, plan, implement and monitor

## PRE SCHOOL & EARLY LITERACY

- Our already established preschool program will pay dividends in helping recover a strong foundation for future student success
- What we already know about best practices in growing early readers through balanced literacy, enhanced now with instructional technology will help us mitigate the learning losses in our students



# Discussion and Questions



Let us hear from you

Please fill out our  
**post-webinar  
survey**

**Visit** <https://bit.ly/3bC0UPp>

# Mark your calendars

**Thursday**  
**March 25**  
**3 pm ET**

**How to Learn From  
the Pandemic:  
Name, Nourish,  
Connect, and Grow!**

**Thursday**  
**April 8**  
**3 pm ET**

**How Principals  
Affect Students  
and Schools:  
Leading Learning  
in a Virtual World**

**Thursday**  
**April 22**  
**3 pm ET**

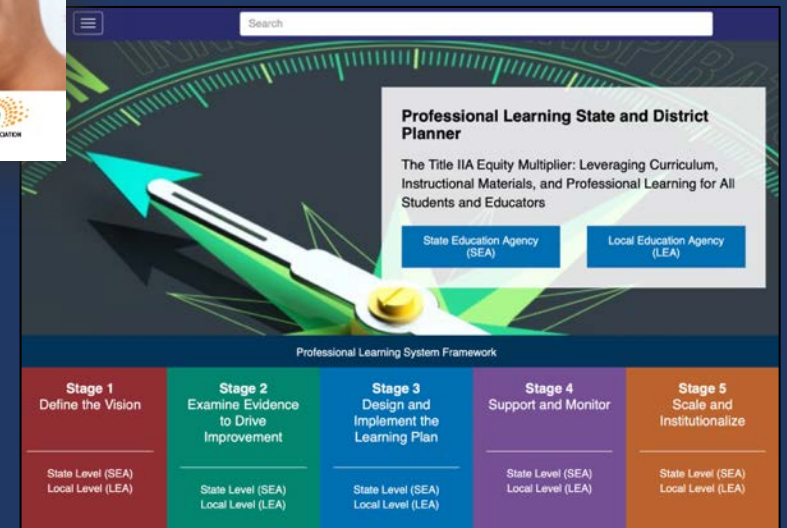
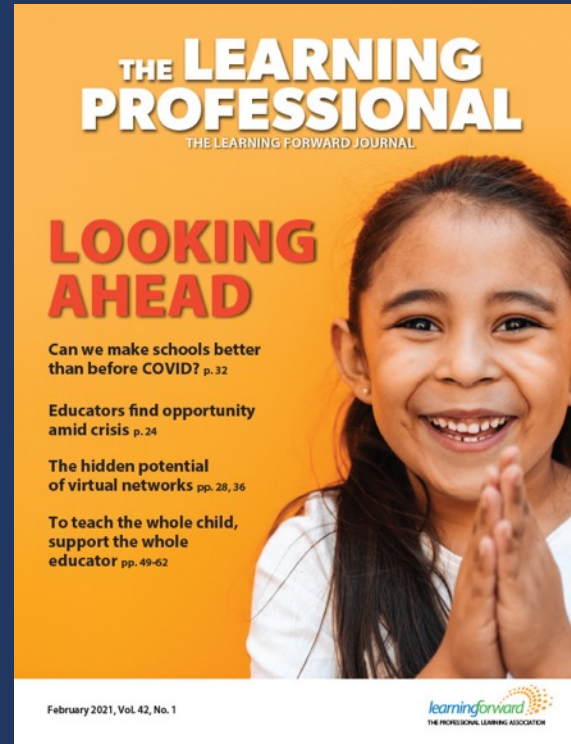
**Instructional  
Coaches:  
Critical Support  
in a Virtual World**



# Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



# Powerful Communication Skills for Coaches

Led by expert coaches

Joellen Killion & Sharron Helmke

- Course begins March 23, 2021.
- For novice and veteran coaches, administrators, coaching advocates, and those who plan professional learning for coaches.





Thank you!

